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ABSTRACT

This sourcebook contains descriptions of original leadership course syllabi and programs for use by educators, student activity directors, and others designing and delivering leadership-development courses and programs. To be selected for this sourcebook, programs must focus on leadership; contain details about curriculum objectives, format, outline, learning modules, projects, activities, and evaluation; include innovative or unique content, method of delivery, or audience; and have been included in a previous edition. The descriptions are divided into five primary sections: degree programs (graduate and undergraduate), academic sources (from high school to graduate level), cocurricular programs, professional programs, and community programs. Also included are a bibliography of reading material used in the courses and programs, two essays describing the design of new campus programs, and an index for references to institutions, course topics, teaching methods, and leadership skills and styles. (JMD)

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7th Edition

LEADERSHIP Education

A SOURCE BOOK OF COURSES AND PROGRAMS

Degree Programs

Academic Courses

Cocurricular Programs

Professional Programs

Community Programs

ED 424 692

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CENTER FOR CREATIVE LEADERSHIP

LEADERSHIP Education

A SOURCE BOOK OF COURSES AND PROGRAMS

7th Edition

LEADERSHIP Education

A SOURCE BOOK OF COURSES AND PROGRAMS

Edited by
Mary K. Schwartz
Kristin M. Axtman
Frank H. Freeman

Center for Creative Leadership
Greensboro, North Carolina

The Center for Creative Leadership is an international, nonprofit educational institution founded in 1970 to advance the understanding, practice, and development of leadership for the benefit of society worldwide. As a part of this mission, it publishes books and reports that aim to contribute to a general process of inquiry and understanding in which ideas related to leadership are raised, exchanged, and evaluated. The ideas presented in its publications are those of the author or authors.

The Center thanks you for supporting its work through the purchase of this volume. If you have comments, suggestions, or questions about any Center publication, please contact John R. Alexander, President, at the address given below.

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Frank H. Freeman directs the library at the Center for Creative Leadership. He develops and oversees information technologies that connect staff and CCL program participants to a wide array of information sources and services on management development and related areas. Freeman has coedited seven editions of the *Leadership Education Source Book*. He received his M.L.S. in library and information science from the University of Maryland.

ACKNOWLEDGMENTS

The production of this book requires a team effort to scan the field of leadership education, gather examples of the most innovative courses and programs, review, edit, check facts, and assure the readability of an enormous amount of information. Many thanks to:

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INTRODUCTION

Leadership Education: A Source Book of Courses and Programs is a collection of original leadership course syllabi and program descriptions. It serves as a planning tool for people who design and deliver leadership development courses and programs. This group includes educators, student activity directors, human resources development professionals, corporate trainers and consultants, and organizers of youth and community leadership programs.

The source book grew out of a demand for more information on leadership education. In the mid-1980s, the Center for Creative Leadership used two venues—conferences and a survey—to learn how colleges and universities were teaching leadership and how widespread this effort was. CCL learned that leadership was taught on many campuses in a variety of academic departments and through student activities centers. At the 1986 conference on leadership education, experienced and novice leadership educators exchanged course syllabi, program descriptions, and favorite resources. Demand subsequently grew for a comprehensive source that contained their shared materials along with information identified in the leadership education survey.

Criteria for Selection

We include original syllabi of academic courses and original descriptions of degree programs, cocurricular programs, professional programs, and community programs that:

- Focus on leadership.
- Have details about curriculum objectives, format, outline, learning modules, projects, activities, and evaluation.
- Include an innovative or unique content, method of delivery, or audience.
- Have not previously been included or have been significantly revised since inclusion in a prior edition of this book.

Changes in This Edition

The source book has always provided a snapshot of the field of leadership education. With each edition, we consider changes in the field, and we also survey our readers to learn what we can do to improve the book's usefulness.

This edition reflects continued growth in the field of leadership studies. One significant trend is an increase in the number of degree programs. Several graduate degrees and undergraduate certificate programs appeared in early editions. New ground was broken in 1994 when the Jepson School of Leadership Studies at the University of Richmond introduced their Bachelor of Leadership Studies degree program and shared syllabi of ten courses. Now, four years later, the number of leadership degree programs has increased considerably. They extend across the board from concentrations in bachelor degrees to complete courses of leadership study at the doctoral level.

Another trend is growth in the number and focus of academic courses. Business, military, political, and educational leadership provided the early models. There has been growth in the experiential components of academic courses and more focus on personal development, teamwork, ethics, and social responsibility. In 1998, we see a growing interest in international and multicultural issues and in the humanities as courses utilize more biographies, history lessons, films, classic literature, and performing arts to study leadership. We also see more examples of leadership courses in the areas of agriculture, ministries, sports management, and health sciences.

Although the cocurricular program section has not grown in quantity, it certainly has in quality. We attribute the slight decrease in quantity to the significant increase we have seen in academic courses. As for-credit leadership courses find a more established place on our campuses, we expect that this trend will continue. Also, for this edition, we broadened the book's focus to include more professional and community leadership programs, which we hope will provide the reader a lens for viewing the leadership process as one of life-long development.

When we surveyed readers to learn what changes could improve the book's utility, we learned that leadership educators were seeking examples of courses and programs with a focus on corporate leadership, nonprofit leadership, international issues, spirit, diversity, action learning, service learning, technology, and evaluation. We sought and received contributions with such focus, and they are reflected in this edition.

A significant change in this edition is the separation of the two volumes of *Leadership Education Source Book* into two distinct books. What was previously called *Volume 1: Courses and Programs* is continued in this book. What was previously called *Volume 2: Leadership Resources* is continued in a separate book, now titled *Leadership Resources: A Guide to Training and Development Tools*. It contains annotations of reading materials, instruments, exercises, videos, Internet resources, organizations, and conferences that support leadership education. (For more information about *Leadership Resources: A Guide to Training and Development Tools*, see the Order Form at the back of this book.)

Another change in this edition is the removal of the Cumulative List of Courses and Programs featured in previous editions (from 1986 to 1996). These 600 leadership courses and programs include brief descriptions, reference to editions and page numbers of the original contribution, and, when known, current addresses for contributors, current availability of each entry, and information about program evaluation. Although we believe that these older materials are useful in developing new leadership courses and programs or refreshing existing ones, we chose to remove this section and give more space to new contributions. The Cumulative List of Courses and Programs is available separately upon request. Please call the editors at (336) 286-4086. There is a nominal charge for printing and shipping.

Organization of the Book

This book is organized to help readers gain a sense of the state of leadership education and to find new content and processes that facilitate leadership development. Note that the entries move from broader, more comprehensive programs to individual courses and specialty programs. Experienced educators may see what colleagues are doing and get fresh ideas to enhance their existing work. Those who are planning new courses and programs may integrate ideas from a variety of examples here to design innovative ones of their own.

The course and program descriptions are divided into five primary sections and are arranged alphabetically by organization name within each. In addition, the Bibliography, Essays, and Index provide supplemental information:

- **Degree programs**—graduate and undergraduate majors, minors, and concentrations.
- **Academic courses**—for-credit offerings in many disciplines.
- **Cocurricular programs** with emphasis on experiential learning.
- **Professional programs** for working leaders.
- **Community programs** for citizen leaders.
- **Bibliography** of reading materials used in the courses and programs featured in this edition.
- **Essays** that describe the design of new campus programs.
- **Index**—reference to institutions, course topics, teaching methods, and leadership skills and styles.

The editors invite your suggestions for improving the next edition. We are especially interested in international programs, distance-learning programs, action-learning programs, and longitudinal evaluations. Please send course and program contributions and recommendations for format changes to:

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DEGREE PROGRAMS – GRADUATE MAJORS

These master's and doctoral programs are for scholars and working leaders in business, higher education, agriculture, and theology. Each entry includes an overview of the program and details about the curriculum.

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AZUSA PACIFIC UNIVERSITY 3
Master of Arts Degree in Social Science with an Emphasis on Leadership Studies
A program designed for experienced professionals who hold positions of leadership.

AUGSBURG COLLEGE 5
Master of Arts in Leadership
A program that responds to the leadership development needs of both profit and not-for-profit organizations.

BELLEVUE UNIVERSITY 8
Master of Arts in Leadership
A program that combines leadership philosophy, derived from great leaders and their writings, with concepts and theoretical models of organizational leadership.

CHAPMAN UNIVERSITY 9
Master of Arts in Organizational Leadership
An innovative curriculum that has been designed with a keen appreciation of the leader's challenge in these turbulent times.

DUQUESNE UNIVERSITY 12
Instructional Leadership Excellence at Duquesne (ILEAD) Doctoral Program
A program designed for those in basic education, higher education, or corporate training who wish to assume leadership roles in instructional settings.

DUQUESNE UNIVERSITY 14
Master of Arts in Leadership and Liberal Studies
A program designed to enhance your leadership capabilities and your understanding of the world in which modern leaders must function.

FORT HAYS STATE UNIVERSITY 17
Master of Liberal Studies in Organizational Leadership
An innovative curriculum that focuses on the study of leadership in the context of modern organizations.

NATIONAL-LOUIS UNIVERSITY 18
Master of Science in Managerial Leadership
A curriculum that reflects the conviction that professionals require more knowledge of and training in the human side of organizations.

ROWAN UNIVERSITY 19
Ed.D. Program in Educational Leadership
A program created for professionals in K through 12 or higher education that focuses on developing true leaders.

SPALDING UNIVERSITY 21
Doctorate in Leadership Education
A program aimed at meeting the needs of a broad spectrum of educational leaders.

TRINITY WESTERN UNIVERSITY 22
Master of Administrative Leadership
A program that has a biblical foundation for its leadership curriculum.

UNIVERSITY OF MISSOURI–COLUMBIA 29
Statewide Cooperative Ed.D. in Educational Leadership
A program designed to enhance the knowledge and competencies of leaders so that they can provide optimal leadership for the education of all learners, both student and adult.

UNIVERSITY OF NEBRASKA–LINCOLN 31
Master of Science Degree in Leadership Education
A program for students seeking to advance their professional knowledge of the human side of modern organizations with ties to agriculture, natural resources, and the environment.

UNIVERSITY OF NORTHERN COLORADO 33
Master of Arts in Educational Leadership and Policy Study
A program that enables candidates to acquire knowledge about leadership in a wide array of educational settings.

UNIVERSITY OF PHOENIX 34
Doctor of Management in Organizational Leadership
A program that offers ambitious working professionals an opportunity to explore the dynamics of organizational leadership from the perspective of both conventional and emergent thinking.

Azusa Pacific University

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Master of Arts Degree in Social Science with an Emphasis on Leadership Studies

Educational Level: Graduate
Department: School of Educational and Behavioral Studies
Format: For-credit
Stand Alone

DESCRIPTION

The Master of Arts Degree in Social Science with an Emphasis on Leadership Studies is designed for experienced professionals who hold positions of leadership. The program is appropriate for those interested in understanding how the process of human growth and development influences and enhances organizational life and productivity and how to manage personal and organizational change processes. The nature of the degree is interdisciplinary, intercultural, and organizational. The program provides an action-research emphasis for informed decision making and organizational development.

The Leadership Studies Program equips individuals with the knowledge and skills necessary to facilitate change processes within organizational settings. Throughout the course of the program, students will have the opportunity to explore:

- The process of human development as it relates to individual and organizational development.
- The application of human development concepts in order to creatively solve organizational problems and to promote healthy organizational development.
- The use of change-agent skills in program design, implementation, and evaluation.
- The design and development of strategies that promote personal development and enhance the functioning of organizations.

Faculty/student interaction provides personal/professional challenge and support through class sessions and correspondence throughout the program. Growth-contracting experiences enable students to identify key support systems that allow for mentoring, networking, or sponsor relationships within their personal and professional lives. Freedom is provided within the course structure for students to tailor learning experiences to individual and organizational needs. Students are encouraged to apply the knowledge and skills gained in the classroom to situations within their own organizations.

PHILOSOPHIES

This degree program is based on the following principles essential for effective leadership. Effective leaders understand how:

- The basic concepts of human growth and development relate to people (in varying cycles, stages, and age groups) with whom they work.
- Individual leadership styles and personality temperaments relate to the achievement of organizational goals and expectations and the ongoing change process of institutional and individual development.
- Social science and biblical values are operationalized into an informed ethic of leading.
- The nature of servant leadership can actually be a liberating force in the development of human resources, as well as the accomplishment of organizational goals.
- To utilize opportunities to develop skills in the areas of communication, problem solving, decision making, conflict resolution, change strategies, staff training, and development.
- To identify and create opportunities for learning in order to become proactive, lifelong learners and agents of change.

COMPONENTS

Students pursuing this master's degree must complete 39 semester units of coursework. This coursework can be taken within five years. Up to six units of graduate coursework may be transferred into the program by petition from accredited institutions.

A capstone research project allows the student to design and complete a field research study. The project provides an excellent opportunity for students to creatively apply their studies to the organizations in which they work.

The program focuses on individual growth and development that goes beyond traditional academic study. Students learn about growth and development by observing and analyzing their own growth and development. Each year, students are asked to develop a growth contract with a faculty advisor who will support their personal, professional, and academic development during this period.

Program participants will develop a portfolio, which will demonstrate their leadership-studies knowledge and skills. The final oral celebration consists of the formal presentation of the student's portfolio and its review by a committee of professional colleagues. This celebration will include:

- A review of the highlights of the student's learning experience.
- A statement of the student's philosophy of leadership.
- A demonstration of the student's knowledge and skills relevant to leadership.
- The student's plan for ongoing personal and professional development.

COURSES

LDRS 574 Servant Leadership (3)
This course explores: biblical, historical, and contemporary theories, models, and perspectives on leadership and how they relate to issues of power, authority, manipulation, influence, persuasion, and motivation; leadership effectiveness skills in the areas of understanding organizational culture, group process, communication, and conflict resolution; and leadership efficiency focusing on visioning, goal setting, self-management, understanding of leadership styles, preferences, and the stewardship of human resources. This course encourages the discovery and utilization of one's own leadership knowledge, skills, and attitudes as one influences others wherever one lives, works, and serves with an emphasis on servant leadership values.

CSA 592 Program Evaluation and Research Methods in the Social Sciences (3)
Students study the basic concepts, principles, and methods of measurement and evaluation in the social sciences. Problem identification, research design, data collection techniques, and the interpretation of research are addressed. Critical analysis of relevant literature is emphasized. (May be taken from any graduate department.)

LDRS 595 Capstone Project in Leadership (Directed Study) (3)
Field research enables learners to identify, develop, and study an area of interest. The study involves: problem analysis and a literature review; the development, testing, and evaluation of a new idea, program, concept, etc.; and the submission of a summary of the process for publication or presentation. The project provides an opportunity to utilize the learning and skills acquired in the graduate program.

BUSI 516 Managing Behavior in Organizations (3)
The purpose of this course is to help the student understand behavior in a small group. It uses experience-based methods, cases, reading material, and simulation. The course examines role behavior, group dynamics, conflict control, leadership, and group development. It also considers motivation and problem solving as essential elements of organizational behavior. Emphasis is placed on the importance of communication in the organization.

EDUC 510 Creative and Collaborative Leadership (3)
This course offers the opportunity to integrate the concepts of personality, leadership, and creativity; to investigate collaborative leadership; to identify and apply one's creativity and preferred leadership style; and to explore the effects a leadership style can have on a given organization and community.

EDUC 534 Leader as an Agent of Change (3)
The leadership role is one of the most important roles in the group structure. The course examines some of the definitional problems regarding leadership and studies the different styles of leadership and contexts in which each style is most effective.

MHRD 521 Organizational Development and Change (3)
This course investigates the emerging field of organizational development (OD)—major theories, basic concepts, and primary intervention strategies. Emphasis is placed on diagnosing the relationship between organizational mission and culture and facilitating systemwide planned-change efforts to improve overall effectiveness.

MHRD 561 Group and Conflict Dynamics (3)
Current theories and research regarding groups are examined. Particular emphasis is given to the analysis of group processes such as conflict, coalitions, and consensus formation, as well as the study of effective interpersonal and group behavior in organizational settings. Strategies and techniques for improving the effectiveness of work groups and teams is discussed.

BUSI 529 Managerial Ethics (3)
This course is designed to raise students' moral recognition levels; to equip them to make moral decisions in business; and to allow them to consider ethical problems in advertising, accounting, finance, marketing, and personnel in light of Christian principles.

BUSI 508 The Manager as Communicator (3)
Proficiency in communication is a necessary part of good management. Many authors in the field have argued that the manager's job is to communicate. The course increases the student's awareness and understanding of the different variables that impact the communication process, including leadership style, verbal and nonverbal messages, perception, and attitudes, and expands the student's skills in communication in the areas of listening, decision making, conflict management, and interviewing.

BUSI 542 Managing Cultural Differences (3)
The course is designed to identify, analyze, and plan for those elements within the cultural, economic, and political environments of international businesses that require specialized understanding and strategy for successful management or organized enterprise.

CSA 571 Designing Learning Experiences (3)
This course focuses on methods for assessing training and development needs within an organization and designing and implementing training programs to address those needs. Analysis and application of adult-learning theories in relation to program design is explored. Methods of instructional design and course development are emphasized.

CSA 552 The Process of Adult Development (3)
Students study and critique selected human-development theories relevant to the process of being and becoming an adult. Models that demonstrate the translation of theory to practice and the assessment techniques applied to individuals, groups, and the environment are provided.

CSA 563 Counseling I: The Helping Relationship (3)
An introduction to and overview of various theoretical approaches to the helping relationship are provided. Helping techniques for culturally diverse populations, applied through advising, crisis intervention, and consultation roles, are examined. Behavioral development and change as an interpersonal process is addressed. Practice in role-playing situations involving various helping and human relations skills is included.

MHRD 520 Career Development Systems (3)
The course provides a study of the emerging field of career planning and development as it relates to both initial and ongoing professional development. The current literature, relevant theories, and major approaches to career planning and development in organizations are examined. Students have the opportunity to use various self-assessment tools and diagnostic instruments to evaluate their own working history, interests, skills, and values.

LDRS 597 Current Issues in Leadership (3)
Current topics are chosen for discussion, research, and decision making relevant to the College of Student Affairs and Leadership Studies programs.

LDRS 599 Independent Study: Readings in Leadership Studies
The independent study vehicle allows students and their sponsoring faculty members to pursue approved investigations beyond regular course offerings.

* * *

Augsburg College

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Master of Arts in Leadership

Educational Level: Graduate
Department: Master of Arts in Leadership
Format: For-credit
Stand Alone

INTRODUCTION

The Master of Arts in Leadership (MAL) program responds to the leadership development needs of both profit and not-for-profit organizations. While different in structure and purpose, most organizations seek leaders with the following qualities: a vision that is ethically and morally responsible, extending beyond immediate concerns; an understanding of how change occurs and affects the immediate environment; a sensitivity to the complex problems organizations face and an ability to achieve solutions consistent with an organization's mission; the ability to motivate and inspire individuals and groups to work toward a common goal; and the ability to effectively represent the organization both internally and externally.

The MAL program provides a means by which individuals may discover and refine these and other abilities fundamental to effective leadership.

Designed to meet the needs and preferences of working adults, the MAL program is based on the assumption that the students who enroll are career-oriented, self-disciplined, and well-motivated individuals, seeking a balance of classroom experience, group interaction, and individual study. Most courses are organized as seminars with the opportunity for discussion and dialogue.

Essential to the goals of the MAL program is participation in a community of learners gathered together on the Augsburg campus. This community is enriched by the students with a variety of work and life experiences. To facilitate community interaction, students are encouraged to make use of the Augsburg library, computer labs, and Christensen Center.

An important component of the MAL program is the professional assessment. The assessment can help students to identify leadership skills and preferred work and learning styles. Nationally recognized test instruments are used; based on the results, students are encouraged to create personalized goals and plans to strengthen areas that may require further development. MAL Practica are designed to meet student needs in areas such as interpersonal communication, approaches to career change, coping with workplace problems, time management, and other issues related to leadership and professional development.

The MAL program promotes leadership as a process that 1) inspires cooperation among people who must compete for limited resources, 2) promotes productivity within and beyond the organization, and 3) works toward progress for the individual and the organization. To accomplish this, individuals aspiring to positions of leadership must possess three key attributes: a sense of vision, the ability to persuade, and the ability to direct action.

Underlying these attributes is a broad range of abilities and awareness, outlined in the Leadership Development Model, that serve as specific outcomes for the MAL program. Augsburg's model of leadership development is designed to assess, promote, enhance, and refine these capabilities within the individual.

REQUIREMENTS

There are two ways to complete the MAL degree. In the Thesis/Leadership Application Project (Thesis/LAP) Option, students complete a thesis or a major leadership application project and 10.5 credits. In the Non-Thesis Option, students must complete 11 credits, two papers, but no thesis.

Augsburg uses a course system rather than a credit system in its curriculum. An Augsburg course is equivalent to four semester credits or six quarter credits. Each course includes two or more liberal arts disciplines, encourages pursuit of the designated outcomes, and uses a variety of learning techniques appropriate to adult learners. Instructional techniques include case studies, debate, written and oral presentations, and group activity. These techniques develop targeted leadership abilities and understanding. Students are encouraged to see abilities and understandings as cross-disciplinary and to view content areas as integrated. The program reflects the view that the world in which we operate is complex and that dealing with it successfully requires well-developed integrative abilities.

The principal distinction between the Thesis and the Leadership Application Project lies in their underlying orientation. A thesis has a more theoretical orientation, while the Leadership Application Project is based on practical application. Both require similar rigor and preparation.

All courses are valued at 1.0 credit, unless otherwise designated.

Core Courses for Thesis/LAP Option (3.5 course credits)
The following core courses are required for all Thesis/LAP students in the MAL program:
ML 510 Visions of Leadership
ML 514 Research Methods
ML 592 Thesis/LAP Consultation (0.5 course)
(ML 592 is taken in conjunction with ML 594)
ML 593 Leadership Research Seminar I (0.5 course)
ML 594 Leadership Research Seminar II (0.5 course)
(ML 592, 593, and 594 are to be taken in a student's last two consecutive terms or after the student has completed at least five electives and ML 510.)

Core Courses for Non-Thesis Option (4.0 course credits)
ML 510 Visions of Leadership
ML 514 Research Methods
ML 580 Colloquium on Contemporary Theories of Leadership
ML 597 Non-Thesis Independent Project

Elective Courses for Both Options (at least 7.0 course credits)
The MAL program requires that seven elective courses be selected from the following course list:
ML 511 Creativity and the Problem-Solving Process
ML 520 Self-Identity, Values, and Personal Growth
ML 521 Methods of Critical Thought
ML 530 Ethics in Communication
ML 531 The Dynamics of Change
ML 535 Organizational Theory and Leadership
ML 540 Political Leadership: Theory and Practice
ML 545 Decision Making and Leadership
ML 550 Decision Making and Computer Technology
ML 560 Developing a Multicultural Perspective
ML 565 Women and Leadership
ML 580 Colloquium on Contemporary Theories of Leadership (elective for Thesis/LAP Option students)
ML 598 Independent Study
ML 599 Special Topics

DESCRIPTIONS

ML 500 Leadership Practicum
The MAL program sponsors professional development workshops and seminars. These workshops are offered to

students and alumni who desire more applied case studies or wish to address topics not included in the courses.

ML 510 Visions of Leadership: A Historical and Literary Journey (1.0 course)
Introduction to selected concepts of leadership, providing a historical and philosophical framework for the program. This course views the nature and purpose of leadership from a variety of disciplines and perspectives.

ML 511 Creativity and Problem-Solving Process (1.0 course)
Exploration of creativity from the perspective of traditional aesthetics as well as contemporary organizational thinking. This course uses creativity as a method, and it examines techniques for solving problems in organizations, for enhancing innovations, and for seeking an integrative worldview.

ML 514 Research Methods (1.0 course)
Evaluation and documentation of programs, projects, and ideas as they relate to leadership theories and practice. Qualitative and quantitative tools will be discussed.

ML 520 Self-Identity, Values, and Personal Growth* (1.0 course)
Study of the concepts of self-identity, values, and personal growth as related to professional, personal life. This course may employ psychological, philosophical, and theological perspectives to explore the role of the individual in the larger social context. Major topics include the acquisition, development, and evolution of self-identity and values, the influence of sex roles, and the relationship to spiritual growth.

ML 521 Methods of Critical Thought (1.0 course)
Investigation of the processes of critical thinking, drawing from philosophy as well as natural and social science. The course will survey a variety of contemporary approaches to critical thinking, including the use of logic and analytical reasoning, the relationship of evidence to the confirmation of theories, and the value of appeals to scholarly studies. A special focus of the course will be an assessment of the ways in which natural and social sciences can (and cannot) assist leaders in addressing problems and seeking solutions.

ML 530 Ethics in Communication (1.0 course)
Interdisciplinary study of ethics and communication through the investigation of a variety of ethical perspectives within human communication. This course places particular attention on the use and abuse of communication in politics, advertising, and interpersonal relationships. It emphasizes a sensitivity to ethical conflicts that arise in social and organizational settings.

ML 531 The Dynamics of Change (1.0 course)
This course offers an exploration of the context of social change and varying responses to diverse human needs. Ways of achieving well-being may be viewed differently by leaders in public and private domains and across cultures. The course explores these various perspectives, including areas of conflict and opportunities for leadership in social and organizational change. Sociological, human development, and economic theories are applied to contemporary public and private sector issues for social change.

ML 535 Organizational Theory and Leadership (1.0 course)
In-depth exploration of organizational theory plus related concepts, issues, and concerns. The course is designed to enable the student to acquire knowledge and develop skills in order to function as a responsible, ethical participant within various types of organizational structures and cultures.

ML 540 Political Leadership: Theory and Practice* (1.0. course)
Analysis of leadership perspectives in selected political systems and other organizations. Special focus on significant leadership theories and leaders, past and present. Most theories studied are interdisciplinary and relevant to business and nonprofit organizations as well as to politics.

ML 545 Decision Making and Leadership (1.0 course)
Review of the decision-making process—the setting, goals, and contingencies—as it affects leaders and leadership. Analysis of arguments and explanations; analysis of basic statistical concepts and their relationship to decision making. Assessment of major social decisions, past and present—their intentions, consequences, arguments, explanations, and justification.

ML 550 Decision Making and Computer Technology (1.0 course)
Analysis of the relationship between decision making and some of the technology that has developed in recent years, most notably, the computing and communication revolutions. Some experience using computers would be helpful but is not required.

ML 560 Developing a Multicultural Perspective (1.0 course)
Investigation of multicultural issues. This course will enhance one's ability to lead and work more effectively with people of different cultural backgrounds through the study of diverse values, beliefs, and traditions within the global community.

ML 565 Women and Leadership* (1.0 course)
A seminar exploring the theory and practice of women and leadership—political, entrepreneurial, and social. An interdisciplinary approach to issues of women and leadership with an emphasis on literature developed by political scientists. The course is intended to enhance the critical-thinking skills of the participants and the leadership skills of the participants. Opportunity for research on topic and area of interest.

ML 580 Colloquium on Contemporary Theories of Leadership (1.0 course)
Selected contemporary theories of leadership presented by instructors who participate in the seminar. Emphasis on critical thinking, discussion, written analysis. Prerequisite: One year coursework in MAL program and ML 510.

ML 592 Thesis/LAP Consultation (0.5 course)
A series of meetings with a faculty thesis/project advisor taken simultaneously with ML 594 Leadership Research Seminar II and during the trimester in which the thesis/project is being prepared for final submission.

ML 593 Leadership Research Seminar I (0.5 course)
This course provides each individual the opportunity to develop a research topic, to synthesize previous study and work experience, and to demonstrate an understanding of the program's principles.

ML 594 Leadership Research Seminar II (0.5 course)
This seminar focuses on the methods of inquiry and results of individual projects. By the completion of the seminar, students should have made significant progress on their thesis or Leadership Application Project.

ML 597 Non-Thesis Independent Project (1.0 course)
Major written project to be completed in an area of the student's choice, reviewed by the MAL faculty panel and presented in a colloquium in partial fulfillment of requirements for the Non-Thesis Option.

ML 598 Independent Study (1.0 course)
Provides directed independent study in an area of the student's choice.

ML 599 Special Topics (1.0 course)
Study of selected topics in leadership that are not treated extensively through current course offerings. Specific topics will be published prior to registration.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

Bellevue University

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Master of Arts in Leadership

Educational Level: Graduate
Department: College of Professional Studies
Format: For-credit
Stand Alone

INTRODUCTION

The Master of Arts in Leadership program utilizes an adult-learning format and is comprised of courses and assessments that encourage individual thought, synthesis of group contribution, and assimilation of practical and theoretical teachings. Its mission is to combine leadership philosophy, derived from great leaders and their writings, with concepts and theoretical models of organizational leadership. The ultimate goal of this graduate degree is closely tied to its mission, in that students will develop and recognize their own style, role, and general philosophy of leadership.

Students will work together with a group of approximately 25 students for the duration of the program. They will proceed through the curriculum in a planned sequence and complete the courses in approximately 16 months by attending classes once a week for four-and-one-half to five hours.

Our small classes facilitate both individual attention and stimulating discussions. Class meetings are conducted using a seminar approach for maximum interaction and participation. The class experience balances case analysis, lecture, discussion, and various experiential techniques. Work experience will be an integral part of the program, providing current problems, future objectives, and research questions for immediate application of the most current concepts from weekly reading assignments.

MISSION AND PHILOSOPHY

The study of leadership is enigmatic at best, yet some might say that it is the only subject worth studying, at least insofar as the subject of interest is human civilization and its progress—or lack thereof. For every leader who has been documented in the history books to have moved cultures and societies, there are probably thousands, if not millions, of unrecognized leaders who have moved our world. Should an individual master the study and application of leadership, she or he will be able to bring those talents to any endeavor worthy of the effort, whether it is employment, personal vision, or both.

In this program leading to a Master of Arts in Leadership, the student will delve deeply into the subject of leadership, looking at it from a variety of perspectives. The aim of the program is to assist the student in gaining a comprehensive understanding of leadership, to recognize individuals who display those qualities that earn them the title of leader, and to develop those qualities within him- or herself. The ideas of historical leaders will be examined through scholarly research and biography, as well as in the original writings of the leaders themselves. Current issues of leadership will be explored from the perspectives of organizational theory, organizational behavior, theories and principles of management, social psychology, and the psychology of individual differences, with significant and predominant application to the student's organization, social milieu, and the world. Culture will be a significant underlying component of the entire program, thus allowing the successful graduate the flexibility to seek leadership opportunities anywhere they might arise.

CURRICULUM

LDR 601 Concepts of Leadership and Power (4 credits)
LDR 611 Leadership in Formal Organizational Systems (4 credits)
LDR 681-1 Directed Leadership Project (1 credit)
LDR 621 Strategic Communication and Information Leadership (4 credits)
LDR 631 Team and Group Dynamics (4 credits)
LDR 681-2 Directed Leadership Project (1 credit)
LDR 641 Leadership Models for Organizational Psychology and Behavior (4 credits)
LDR 651 Organizational Change and Development Leadership (4 credits)
LDR 681-3 Directed Leadership Project (1 credit)
LDR 661 Advanced Human Resource Leadership and Management (4 credits)
LDR 671 Leadership Strategy and Policy (4 credits)
LDR 681-4 Directed Leadership Project (1 credit)

TOTAL CREDIT HOURS: 36

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Master of Arts in Organizational Leadership

Educational Level: Graduate
Department: Professional Studies
Format: For-credit
Stand Alone

INTRODUCTION

All organizations—whether military or civilian, profit or nonprofit, public or private, small or large business, health, educational, or religious—rely on leadership to accomplish their respective goals. As we hurtle toward the 21st century, the need and demand for organizational leadership is accelerating due to a number of trends. New advances—technological, social, and political—are being unleashed at blinding rates of speed. Experts agree that these advances are "causing a tidal wave of change, requiring organizations to continuously update and refine their approaches, structures, and technologies to achieve ever greater levels of quality, effectiveness, efficiency, and flexibility. These trends also underscore the fundamental paradigm shift underway in how organizations operate and how individuals manage. As we approach the new millennium, more and more organizations are addressing issues, such as quality, valuing and managing an increasingly diverse workforce, work-family balance, team-based decision making, and individual empowerment, to name just a few. Those organizations and people who have developed the capacity to adapt to such changes are the ones who will succeed in this increasingly complex and rapidly changing environment. As Eric Hoffer once said, "In times of drastic change, it is the learners who inherit the future. The learned find themselves equipped to deal with a world which no longer exists." Or, as John F. Kennedy simply put it, "Leadership and learning are inseparable."

DESCRIPTION

The graduate program in Organizational Leadership (OL) is an innovative curriculum that has been designed with a keen appreciation of the leader's challenge in these turbulent times. It is a state-of-the-art curriculum in leadership theory and practice, providing education not only about leadership but for leadership. The master of arts in Organizational Leadership prepares students to take full advantage of leadership positions within their chosen organizations, enabling them to make a powerful and positive difference in their world of work and/or their families and communities.

Our focus in Organizational Leadership is on the development of the people and conceptual skills that are essential to success at all levels of administration. Through our student-centered, largely hands-on approach to learning, participants are exposed to instructional methodologies addressing the four pillars of leadership development (conceptual awareness, skill building, feedback, and personal growth) that allow individuals to:

- Develop a heightened awareness of one's self as a leader—of one's own capabilities and limitations—and a corresponding ability to marshal creatively the forces of human diversity in organizations toward the attainment of common objectives.
- Learn how to inspire a clear, mutual vision of one's organization, one that aligns peak performance and total quality with mutual respect and individual balance.
- Learn how to critically assess the current reality in one's organization.
- Develop strategies for surmounting obstacles to the attainment of organizational goals and transforming vision into reality.
- Learn how to empower others through teamwork and shared practices.

The program in Organizational Leadership is dedicated to the principles of servant leadership and to overcoming organizational dysfunctions by promoting individual and organizational effectiveness. The program is, therefore, best suited for mid-career professionals committed to bringing about positive changes in the world of work, community, and society as a whole. Because of its interdisciplinary nature, the program can be customized according to the student's interest through articulation with other programs, such as human resources, health administration, educational administration, criminal justice, voluntary (e.g., nonprofit) leadership, or computer science. A 6-credit Certificate in Voluntary Leadership and a 15-credit graduate certificate in Organizational Leadership are also offered.

REQUIREMENTS

REQUIRED CORE COURSES (18 credits)

I. Theoretical Foundation: The Vision, Mission, and Values of Organizational Leadership (9 cr. hrs.)

OL 600 Foundations of Organizational Leadership (3 cr. hrs.)
OL 601 Democracy, Ethics, and Leadership (3 cr. hrs.)
OL 602 Self, Systems, and Leadership (3 cr. hrs.)

II. Enacting the Vision: Putting Leadership into Practice (9 cr. hrs.)

OL 613 Seminar in Organizational Dynamics (3 cr. hrs.)
OL 614 Leadership and Team Development (3 cr. hrs.)
OL 615 Leading Organizational Change (3 cr. hrs.)

III. Elective Courses (12 cr. hrs.)

Twelve graduate-level units selected by the student, in consultation with an OL faculty advisor. The student files a preliminary "Electives Plan of Study" upon entering the program, which is reviewed and approved by his or her faculty advisor, usually in consultation with the OL program directors. The plan (which is subject to periodic review and revision) may include, but is not limited to, courses chosen from the list below. (OL 620 and OL 625 may be repeated for credit, providing the specific issues and competencies addressed vary.)

CpSc 515 Information Systems for Leaders (3 cr. hrs.)
ED 617 Organizational Leadership and Development (3 cr. hrs.)
OL 620 Contemporary Issues in Organizational Leadership (3 cr. hrs.)
OL 621 Frontiers of Voluntary Leadership (3 cr. hrs.)
OL 625 Developing Leadership Competencies (3 cr. hrs.)
OL 626 Dynamics of Voluntary Leadership (3 cr. hrs.)
OL 699 Independent Research (3 cr. hrs.)

The elective study plan may be used to acquire either specific leadership-related competencies or greater knowledge about the student's intended professional arena (e.g., criminal justice, education, human resources, business administration, computer science, health administration, public administration, military leadership, etc.). Examples include: HR 530 Conflict Resolution, HR 616 Organizational Consulting, HR 618 Career Management, or HR 646 Training and Development. Graduate-level credits accepted in transfer—subject to a 9-credit limit from all sources (coursework, ACE guide for military personnel, etc.)—may also be applied to the electives.

IV. Integrative Capstone (6 cr. hrs.)

Taken in the student's final semester or no earlier than within 12 credits of program completion.

OL 680 Organizational Research Methodologies (3 cr. hrs.)
OL 681 Leadership in Action Practicum/Future of Leadership Integrative Seminar (3 cr. hrs.)

V. Comprehensive Examination

In the final semester, prior to graduation, the candidate must achieve an acceptable grade on a comprehensive examination designed to assess the extent to which he or she has achieved the objectives of the degree program. The examination will cover mainly the subject matters of the required foundation courses (OL 600, OL 601, OL 602, OL 613, OL 614, and OL 615). It will require the ability to integrate coherently and analytically knowledge gained from coursework and to relate it cogently to different situations or applications. Successful completion of coursework does not alone assure the candidate of passing the comprehensive examination that is typically administered in conjunction with the Integrative Capstone.

COURSES

OL 600 Foundations of Organizational Leadership (3 cr. hrs.)

Review of contemporary issues and perspectives on organizational leadership including multidisciplinary perspectives and classic theory (trait, behavioral, and contingency models). Topics include: ethics, diversity, followership, the distinction between leadership and management, structural transformation (e.g., alternatives to bureaucracy), vision, practice, and strategies. Emphasis is on application of theoretical concepts to actual and diverse organizational situations, culminating in the articulation of a personal theory of leadership.

OL 601 Democracy, Ethics, and Leadership (3 cr. hrs.)

Exploration of how such core values as democracy, altruism, service, and inclusion shape the concept and practice of leadership in organizations, including their role in determining the moral obligations of leaders and followers and shaping ethical decision making. Examines the concepts of power and influence, including their uses and abuses. Emphasis on critical analysis and application of ethical principles to contemporary leadership dilemmas in organizations.

OL 602 Self, Systems, and Leadership (3 cr. hrs.)

Examines individuals, organizations, and leadership as learning systems, emphasizing structural influences on individual leadership and deep understanding of self as a core resource for learning and leadership development. Focus on role of mental models, shared vision, team learning, and personal mastery, stressing awareness of social and political tensions as a catalyst for individual and organizational learning.

OL 613 Seminar in Organizational Dynamics (3 cr. hrs.)

Theoretical and practical aspects of organization theory, with a particular focus on the interrelationship of individuals and groups within the organizational framework, and an understanding of the structural sources of individual behavior.

OL 614 Leadership and Team Development (3 cr. hrs.)

Reviews theoretical and applied aspects of teamwork and shared leadership practices. Focus is on development of teams that share leadership responsibility in an interdependent effort to achieve a mutually defined goal. Self-assessment (e.g., MBTI®, peer feedback, and group skill-building are emphasized. Where available, students will participate in an experiential activity (e.g., Adventure-Based Leadership, Project Adventure, Outward Bound, etc.).

OL 615 Leading Organizational Change (3 cr. hrs.)

Examines change as a focused leadership activity designed to bring about specific conditions, to redirect action, or to implement a particular process, product, or system. Focuses on planned, purposeful, and consciously directed change. Through case studies and exercises, students will be introduced to tools and techniques for engaging people at all levels of the organization in successful and lasting transformation.

OL 620 Contemporary Issues in Organizational Leadership (1-3 cr. hrs.)

Experimental courses, examining contemporary issues and recent theoretical and practical advances related to organizational leadership. Topics vary from term to term (and site to site), but may include: Total Quality Leadership, Process Innovation and Reengineering, Leadership and Spirituality, Leader as Servant, Work-Family Balance, Multicultural Perspectives and Diversity in Organizations, New Paradigm Leadership. May be repeated for credit.

OL 621 Frontiers of Voluntary Leadership (3 cr. hrs.)
Participants learn the foundations of leadership as they apply to voluntary associations. Special emphasis on: the role of volunteers, civil society and professional ethics, technology and communication, collaboration, entrepreneurship, philanthropy, and individual/institutional accountability. Contemporary issues related to nonprofit organizations are also discussed.

OL 625 Developing Leadership Competencies (1-3 cr. hrs.)
Experimental courses providing hands-on opportunities to develop competencies essential to effective organizational leadership. Topics vary from term to term (and site to site), but may include: Leadership Lab, leadership and organizational communication, the rhetoric of leadership, creativity and innovation, strategic planning, budgeting and finance, negotiating and conflict resolution, visionary leadership. May be repeated for credit.

OL 626 Dynamics of Voluntary Leadership (3 cr. hrs.)
Participants learn the fundamentals of leadership necessary for performance in voluntary organizations. Special attention devoted to developing ethical vision for a cause, effective strategies for mobilizing volunteers, and principled practices for voluntary service.

OL 680 Organizational Research Methodologies (3 cr. hrs.)
Application of survey, experimental, interview, and/or focus group research techniques to the study of organizations, particularly their role in assessing current organizational realities and diagnosing organizational problems and dysfunctions, culminating in design of an appropriate intervention. Focus on development of research proposals, research hypotheses, research designs, data collection techniques, quantitative and qualitative analysis, reports, and implementations.

OL 681 Leadership in Action Practicum/Future of Leadership Integrative Seminar (3 cr. hrs.)
Practicum component: Integration and application of previous learning by carrying out OL 680 project or either: 1) conducting an internship or approved project in current place of work with opportunity to observe, participate in, and critically assess leadership activities, or 2) providing organizational/leadership development consulting, individually or in teams, to an organization. Seminar component: Sharing of field experiences and feedback from peers and instructor, culminating in development of major paper documenting and assessing student's learning in the practicum and over the entire program.

OL 699 Independent Research (1-3 cr. hrs.)
Supervised individual study or research on a special topic related to organizational leadership. May be repeated for credit, up to a maximum of 6 credits.

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Duquesne University

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Instructional Leadership Excellence at Duquesne (ILEAD) Doctoral Program

Educational Level: Doctoral
Department: School of Education; Department of Elementary, Secondary, and Reading Education
Format: For-credit
Stand Alone

INTRODUCTION

How can teachers be leaders in a new millennium that both promises and threatens significant changes in their traditional roles and functions? The Instructional Leadership Excellence at Duquesne (ILEAD) doctoral program answers that question by emphasizing mastery of instructional strategies combined with professional leadership. The change to collaborative leadership and participatory decision making marks a paradigm shift toward a reconceptualized school environment appropriate for the 21st century. Discussion of the educational system of the 21st century inevitably leads to the consideration of the changing roles for educators, instructional leadership and ethics, information technology, creating innovative instructional environments, comprehensive program and evaluation models, and the development and implementation of essential research questions. Research has consistently highlighted the impact that leadership has on school practice. To a very great degree, the future successes of our schools are dependent upon our training excellent, visionary teacher leadership. ILEAD builds on the theory, beliefs, and practices of this tradition. ILEAD includes considerations of national professional associations, accrediting organizations, national certification groups, and, foremost, advocates of education reform and excellence.

The ILEAD doctoral program is intended to generate leaders capable of transformational roles throughout the learning organization. This innovative program is organized by strands, carried forth in cohort groups, based in practical experiences, housed in a unique time frame, and coupled with a new definition of learning environments. This program culminates in an Ed.D. degree. For those who choose electives purposely and have an appropriate background, additional certification options may be possible.

DESCRIPTION

The program in instructional leadership is designed for those in basic education, higher education, or corporate training who wish to assume leadership roles in instructional settings. The program is unique in that it combines the best thinking in leadership training with expertise in curriculum and instruction. This progressive three-year doctoral program in instructional leadership enables practitioners to step to the forefront in emerging leadership roles and develop innovative and effective instructional environments. The program emphasizes active learning. Its building blocks are: curriculum, technology, instruction, and leadership. Program experiences will include: case studies, internships, wilderness-based team-building activities, visits to educational sites of national and international distinction, service learning, technology innovation, and research.

OBJECTIVES

- Function as stewards of powerful learning ideas.
- Develop and implement innovative teaching programs.
- Facilitate the professional growth of their colleagues and themselves.
- Assert leadership in designing schools for the millennia.

FORMAT

Instructional experiences include lectures, practitioner-led seminars, field-based research projects, case studies, simulations, position papers, video analysis, computer-assisted learning, cooperative research, field-based practica, and visits to sites of national and international distinction. The program participants will attend meetings on campus four evenings per month during the academic year as well as occasional Saturday sessions. Cohort members will also participate in program activities for a minimum of ten days each summer. The experiences and expertise of each cohort member are important instructional resources to the other cohort members. The instructional experiences of each cohort participant are designed to facilitate the development of a community of scholar-practitioners. All members of this learning community will be linked via a computer. Participants have access to the Duquesne University databases, the Gumberg Library, regional libraries, and the Internet.

COMPONENTS

The program has a number of distinctive features. It is organized in a three-year sequence. Participants will be admitted every three years and will take a core group of classes as a cohort team. Full-time enrollment status is achieved through registration for two courses each fall and spring semester as well as at least one course during the summer semesters. The elective concentration is developed under advisement. Cohort members may either transfer or choose, under advisement, 15 credits directed by certification or cognate guidelines.

The program will be divided into three components: leadership and instruction, intensive scholarship in a chosen strand, and an elective concentration. The leadership and instruction sequence will include:

- GILED 701 Professional Seminar: Building a Leadership Team Through Collaborative Practice (3 cr. hrs.)
- GILED 702 Instructional Leadership and Ethics (2 cr. hrs.)
- GILED 710 Instructional Learning (2 cr. hrs.)
- GILED 711 Technology and Leadership (3 cr. hrs.)
- GILED 712 Program Design (2 cr. hrs.)
- GILED 713 The Instructional Leader (2 cr. hrs.)
- GILED 720 Action Research (2 cr. hrs.)
- GILED 721 Models and Tools for Program Evaluation (2 cr. hrs.)
- GILED 722 Best Instructional Practice (3 cr. hrs.)

The cluster topics include:

- Middle Level Education
- Literacy Education
- Higher Education Instruction
- Corporate/Institution Training
- Instructional Practice
- Math and Science Instruction

The topics are delivered through:

- GILED 730 The Literature (2 cr. hrs.)
- GILED 731 Organizing Themes (2 cr. hrs.)
- GILED 732 Choosing: The Area of Interest (2 cr. hrs.)
- GILED 733 Planning: The Study (2 cr. hrs.)
- GILED 734 Critiquing: The Project (2 cr. hrs.)
- GILED 735 Reflecting: The Results (2 cr. hrs.)
- GILED 790 and 791 Synthesizing: The Dissertation (6 cr. hrs.)

Each of the program areas will include innovative and action-oriented activities. In the first summer, students will participate in a wilderness-based team-building and leadership development activity. In the summer of the second year, students will be taking a team-taught course on the impact of technology on leadership. In the summer of the third year, participants may visit highly innovative sites of national and international distinction. Courses in action research and tools for program evaluation will be tied to case study projects, literature reviews, and program analysis.

The most innovative feature of the program is the cluster concept. The members of ILEAD will be divided into six clusters of six persons each. Students will be assigned to clusters based on their areas of interest or specialization. In the clusters, participants will be grouped with a faculty member who will facilitate investigations of chosen topics. Participants will review the literature, analyze themes, choose a common area of interest, plan a study or project for analysis, critique the project or study, reflect on the results in terms of implication for future research, and develop a dissertation project to be completed by the end of the third year. The clusters will provide a supportive environment and a common platform for innovative and distinctive research and program development.

DOMAINS

The program is constructed on the following five interrelated domains. These domains form the philosophical and theoretical framework on which the program is developed. Each domain contains a number of specific competencies that explicate the outcomes required in the domain.

Domain #1: Becoming a Learning Theorist
This domain addresses a broad knowledge base in the processes of learning. It emphasizes a broad understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Domain #2: Becoming a Curriculum Theorist
This domain addresses the principles of curriculum, curriculum theory and development, and the techniques for translating theory of curriculum to concrete situations. The domain emphasizes curricular decisions based on research, theory, informed practice, and recommendations of the learned societies.

Domain #3: Becoming an Expert in School Context
This domain addresses the school and how it relates to the world of ideas and the cultural and societal forces within which the school operates. It explores the intellectual, ethical, cultural, economic, political, and governmental influences upon school, including traditional and emerging perspectives. This domain is stressed in the strands dealing with leadership and school change.

Domain #4: Becoming a Master Practitioner
This domain addresses the instructional and curricular processes and technologies that will allow the participant to model appropriate instructional systems and curricular development and implementation that will address the learning needs of people of all ages. The domain reflects the core technology of school, instruction, and the related supporting services, developmental activities, and resource base.

Domain #5: Becoming an Instructional Leader
This domain addresses the principles and theories of leadership and translates these to concrete situations and practices. It emphasizes knowledge of self, relationship with the group, and the relationship with community and society.

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Master of Arts in Leadership and Liberal Studies (MLLS)

Educational Level: Graduate
Department: McAnulty College and Graduate School of Liberal Arts and Division of Continuing Education
Format: For-credit
Part of: Saturday College

INTRODUCTION

The Master of Arts in Leadership and Liberal Studies (MLLS) is designed to enhance your leadership capabilities and your understanding of the world in which modern leaders must function. The knowledge and skills you will attain through the study of leadership in the context of the liberal arts and social sciences can help you advance in your career. While cultivating the ability to lead is the focus of the program, you will also develop and refine your critical-thinking and problem-solving abilities, your skills to motivate and empower others, and your ability to communicate effectively and persuasively. You will also expand your intellectual horizons through the study of how the great thinkers of the past have understood and explained leadership and how the modern world continues to react to their ideas. Finally, in the electives, you will have the opportunity to explore in depth some of the most important forces that shape today's world. The knowledge and skills you will master in the graduate Leadership and Liberal Studies program will help you to become a productive and ethical leader. When you complete your degree, you will have developed a vision of leadership, the values to guide your decisions, and the skills and knowledge to translate your vision into reality.

DESCRIPTION

The MLLS is a 36-credit program; students can complete the degree in two years by taking two courses per semester, one on Saturday morning and one on Saturday afternoon, for six consecutive semesters. Moreover, the MLLS is an accelerated model of reduced classroom hours. Students attend class for 75% of traditional hours and are responsible for completing 25% more work outside of class.

OBJECTIVES

- Gain a solid understanding of the theories and practices of socially responsible leadership.
- Assess your leadership style and build on your strengths as a leader.
- Crystallize your values and goals as a leader.
- Enhance your skills in decision making.
- Refine your communication skills as a leader.
- Develop the ability to motivate others and resolve conflict effectively.
- Expand your awareness of the global context of organizations.
- Build your network of professional and personal contacts.

FORMAT

The MLLS curriculum is innovative in that it capitalizes on the synergy borne of the combination of leadership scholarship and coursework in the liberal arts. Contemporary work on leadership is evolving from the study of the solitary figure at the top of the organization chart to the study of individuals at all levels who must take initiative and influence others in pursuit of an organization's goals. Therefore, MLLS students take coursework in interpersonal communication, decision making, problem solving, conflict resolution, workforce diversity, and public-policy issues in order to prepare them with the foundational knowledge and skills of leadership. Required courses in the liberal arts examine classic works on leadership; they are designed to provide a deeper understanding of the major issues that face leaders today. MLLS students enroll in unique courses that examine leadership from: 1) the humanistic perspective; 2) the social, political, and economic perspectives; and 3) the ethical and spiritual perspectives. All courses in the program have been carefully designed to help MLLS students crystallize their values and goals as leaders, to gain a solid understanding of the theories and practice of socially responsible leadership, and to expand their awareness of the global context of leadership.

The MLLS degree serves a new and unique audience for Duquesne University: working professionals from a wide variety of organizations who seek an interdisciplinary, liberal-arts-based graduate program to enhance their leadership effectiveness. Market research by the Division of Continuing Education suggested that a large number of working professionals are concerned with change in their organizations resulting from today's increasingly competitive world. The MLLS degree program is Duquesne University's response for this need for graduate education based in the liberal arts that also enhances students' professional development.

The MLLS degree recognizes the multiple demands that adults face. Courses meet on alternate Saturdays in 16-week semesters, resulting in just eight class meetings. Thus, the students' time is not tied up in frequent trips to campus. The demanding nature of graduate work also requires that students be provided with accessible support services to minimize the time they spend on nonacademic tasks. Advising, registering, paying tuition, and other related tasks can be accomplished on a six-day, extended-hour schedule or over the telephone. On Saturdays, when classes are held, a full staff is on hand to respond to student needs.

COURSES

LIBERAL STUDIES CORE CURRICULUM (12 credits)

Designed by faculty in the liberal arts, the core courses examine classic works on leadership, and seek to understand how the profound insights of the past and the ideas of current scholarship can help the modern leader to function. The capstone Colloquium (MLLS 790) will integrate these ideas with the knowledge gained in the other courses and will apply this knowledge to a contemporary problem in leadership.

MLLS 701 Leadership and Liberal Studies: The Humanistic Perspective
An examination of the great works of the humanistic tradition—philosophy, history, literature—that provide insight into the issues of leadership. From their reading of these texts, students will come to understand the changing nature of effective leadership.

MLLS 702 Leadership and Liberal Studies: Social, Political, and Economic Issues
Using both classical texts from the social-science tradition and current studies of special significance, this course will

provide a further understanding of the forces that have shaped the practice of leadership in the past and continue to operate in the present.

MLLS 703 Leadership and Liberal Studies: The Ethical and Spiritual Dimensions
This course will examine the significant works of the past that discuss the ethical issues surrounding leadership. The key texts of the Judeo-Christian and other religious traditions, as well as the works of important philosophers, will provide the foundation for the course.

MLLS 790 Leadership and Liberal Studies Colloquium
This required seminar provides students with the opportunity to integrate the knowledge they have gained throughout their graduate program. Students will be guided in designing and developing a substantial research project that incorporates significant learning from the liberal arts and leadership theory.

LEADERSHIP CORE CURRICULUM (15 credits)

All students will be required to take at least five of the six Leadership Core Courses, all designed to provide the foundation knowledge necessary for effective leadership. Introduction to the Graduate Study of Leadership (MLLS 710) is required of all students at the outset of their graduate study.

MLLS 710 Introduction to the Graduate Study of Leadership*
This course will introduce students to classical and current views of leadership and to the process of graduate-level scholarship. Students will gain a foundation in the theories and models of leadership style and learn to develop and answer research questions in leadership.

MLLS 711 Interpersonal Communication
An examination of the theory and practice of interpersonal communication. Topics include nonverbal communication, conflict, effective listening, and communication competence. An emphasis is placed on the skills of effective communication.

MLLS 712 Decision Making and Problem Solving for Leaders
A study of the theories of decision making will be combined with case studies that illuminate the techniques and tactics of effective problem solving, with a focus on the role that leaders play in achieving desired results. Special emphasis will be placed on effective team building through empowering team members to make decisions and solve problems.

MLLS 714 Conflict Resolution
Designed to give participants a broad overview of the emerging discipline of conflict analysis and resolution. This course will combine theory with practice. It will include the study of the major theoretical explanations of conflict and lab sections where techniques of conflict resolution will be applied.

MLLS 715 Valuing a Diverse Workforce: The Leader's Role
An investigation of the increasingly prominent issues surrounding diversity. The course will examine the historical experience of women and minorities, the special circumstances they face in modern society, and the impact of government politics on their position. Special emphasis will be placed on the role of the leader in organizations that are addressing the needs of a diverse workforce.

MLLS 716 Public Policy and Legal Issues for Leaders
An examination of the political and legal environment in which a leader must function in modern society. At the core of the course will be an examination of the factors that have shaped the political and legal systems.

ELECTIVES (9 credits)

Students will choose three elective courses. These courses will provide an understanding of the context in which leaders must operate and enhance knowledge of important issues facing contemporary society.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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Fort Hays State University

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Master of Liberal Studies in Organizational Leadership

Educational Level: Graduate
Department: Interdisciplinary/Leadership Studies
Format: For-credit
Part of: MLS in Organizational Leadership

DESCRIPTION

The Master of Liberal Studies (MLS) in Organizational Leadership is a 31-credit-hour liberal arts graduate degree that provides students with an innovative curriculum that focuses on the study of leadership in the context of modern organizations. This graduate program intends to prepare students for leadership and management positions in business, industry, and public service. This degree program includes three basic components that are designed to provide students with a challenging academic experience. All students are first required to complete four liberal arts core courses (10 credit hours). Next, students develop and complete an 18-credit-hour plan of study in Organizational Leadership. Finally, a 3-credit-hour "culminating" experience is required. This activity may take the form of a research paper, production of an original work, or an internship in Organizational Leadership.

OBJECTIVE

The Master of Liberal Studies was conceived as an interdisciplinary program designed to enable students to develop skills and competencies that, while not purely vocational in nature, will prepare students for the evolving workplace of the 21st century. This program fosters critical-thinking skills; problem-solving ability; communication competence; and the social, ethical, and moral context needed for decision making and lifetime learning. The graduate courses in Organizational Leadership are designed to provide a solid foundation in the understanding of how organizations behave and the changes needed to improve organizational performance. Students will focus their study of leadership dynamics in the context of both public and private organizations.

REQUIREMENTS

Core Curriculum (10 credit hours)
IDS Introduction and Orientation to the Ideals and Value of Interdisciplinary Graduate Liberal Learning
IDS Ways of Knowing in Comparative Perspective
IDS The Emerging Knowledge Society: Origins and Implications
IDS Information Literacy for Independent Learners: Developing the Foundation for Lifelong Education

Individual Plan of Study—
Organizational Leadership (18 credit hours)
IDS Introduction to Graduate Study in Organizational Leadership
IDS Seminar in Organizational Leadership
IDS Readings in Organizational Leadership
ELECTIVES

Culminating Experience—
Organizational Leadership (3 credit hours)
IDS Research in Organizational Leadership
OR
IDS Internship in Organizational Leadership

COURSES

IDS Introduction to Graduate Study in Organizational Leadership (3 credit hours)
The objective of this course is to first introduce students to graduate study, and secondly, to the field of Organizational Leadership. Students will be asked to develop a prospectus for a research project that they will complete at the end of their academic program.

IDS Seminar in Organizational Leadership (3 credit hours)
The objective of this course is to encourage students to expand their study in one particular Organizational Leadership topic, concept, or issue in more depth.

IDS Readings in Organizational Leadership (3 credit hours)
The objective of this course is to encourage students to read and study the major theoretical foundations of Organizational Leadership.

Electives (9 credit hours)
Students select three graduate-level courses from other departments that have a strong organizational theme.

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National-Louis University

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Master of Science in Managerial Leadership (MSML)

Educational Level: Graduate
Department: College of Management and Business
Format: For-credit
Stand Alone

INTRODUCTION

Regardless of the professional environment in which you work—business, government, or nonprofit—National-Louis University's Master of Science in Managerial Leadership (MSML) program can cultivate and enhance the leadership and management skills essential for your development and advancement as a mid-career manager, work-team member, or other professional in today's and tomorrow's flatter organizations.

The Managerial Leadership curriculum reflects the conviction that although many professionals in business, nonprofit, and government organizations display ample expertise in their given areas of specialization, they require more knowledge of and training in the means for effective leadership and management of the human side of organizations.

In addition, each feature of the MSML program illustrates National-Louis University's 110-year history of providing exemplary educational programs, especially those designed exclusively for working adult students.

DESCRIPTION

Team Learning
You will learn as part of a group of 10 to 20 professionals who remain together throughout the program—mirroring the type of work teams in today's organizations, as well as forging a strong academic and professional support system on which you can depend long after graduation.

Experiential Learning
Coursework includes in-depth case studies, simulations, leadership and management assessments, and other real-world activities that draw upon and enhance your professional experience in the field. The classroom will become a laboratory for analysis of the issues you face on the job each day.

Accelerated Schedule
The program is designed to be completed in 17 months, with students attending classes one night per week (or an alternative weekend schedule).

Adult-Oriented Conveniences
You register just once for your entire 17-month program, your books and materials—which are included in the tuition cost—are delivered to class, and university staff with extended office hours are available to assist you when you need them.

COMPONENTS

TERM I

Leadership Theory and Practice
- Analysis of traditional, modern, and evolving paradigms of management and leadership.
- Examinations of theories and practices of organizational leadership and management.

Leadership: Assessment and Reflection
- Assessment of students' leadership and management skills and styles.
- Analysis of the effect of students' values, motivations, and character patterns on work relationships and professional actions.

Critical Thinking for the Manager
- Development of skills in inquiry, analysis, and creative thinking.
- Development of students' abilities to approach organizational issues from various perspectives.

TERM II

Organizational Communication
- Exploration of intrapersonal, interpersonal, intergroup, and mediated communication elements that shape the role of the leader-manager as communicator.
- Examination of communication tools such as message analysis, network analysis, negotiation, and feedback.

Leadership and High-Performance Teams
- Examination of group dynamics, problem identification and analysis, group decision making, and self-directed teams.
- Exploration of the new roles of the leader-manager as work facilitator and mediator.

Exploring Practices of Leadership and Management: Independent Inquiry
- Development and execution of an individualized learning plan to explore specific issues or practices in leadership and management.

Organizational Analysis
- Application of various models to analyze complex issues impacting organizational performance.
- Assessment of the effects of organizational cultures and structures in students' workplaces.

TERM III

Proposal Development for Organizational Improvement
- Development of a comprehensive organizational project or policy proposal; topics include departmental or functional mergers, service expansion, capital investment, and policy modification.

Organizational Design and Innovation
- Exploration of the role of the leader as change agent.
- Examination of change and innovation as ongoing processes for organizational renewal.

Leading Through Vision and Strategy
- Analysis of strategies enabling organizations to meet internal and external demands.
- Exploration of nonrational visioning; trend, risk, and strategic analysis; information and feedback systems; and coalition building.

Ethical Practices of Leaders
- Examination of ethical issues facing leader-managers within their work environments.
- Analysis of ethical implications surrounding employee selection, reorganization, performance appraisal, downsizing, and other managerial duties.

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Rowan University

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Ed.D. Program in Educational Leadership

Educational Level: Graduate
Department: Educational Leadership
Format: For-credit
Stand Alone

INTRODUCTION

As our society grapples with complex issues—population growth, cultural diversity, technological developments, globalization of the marketplace, shifts in individual and societal values, and dwindling financial resources, to name a few—the search intensifies for educational leaders who can build the kinds of schools, colleges, and educational agencies able to respond to these challenges.

At Rowan, we are searching for educational professionals with the experience, ability, and desire to become tomorrow's educational innovators and visionaries, the leaders who will transform our educational institutions to meet the needs of our rapidly changing society.

FORMAT

Program Structure

Created specifically for the educational professional fully employed in a K through 12 or higher education setting, this doctoral program focuses on developing true leaders, not simply managers or administrators. After successfully completing this program, our students will be prepared to assume leadership roles in schools, colleges, universities, educational associations, and educational advocacy groups.

By weaving academic instruction with opportunities to apply leadership theory to the resolution of actual workplace problems, the program will help students:
- Develop a deep understanding of leadership theory.
- Understand the context in which schools and colleges will operate.
- Apply theory and contextual knowledge to educational problem solving.

- Develop the analytical and communication skills required for successful leadership.
- Foster and sustain excellence.

Cohort Model

This Ed.D. program is committed to the cohort approach. In this model, each new group of matriculated students will proceed through the program as a cohort. Cohort members will take the same required courses during the same semester, although not necessarily in the same section. This approach, which fosters a spirit of community and provides a peer-support network, will keep students focused on completing the program. Cohort members will work closely with core faculty, particularly with their Leadership Seminar instructor.

Specializations

Throughout the program, students will apply leadership theory to resolve actual situations in their K through12 or higher education workplaces. This hands-on experience in problem solving will be supplemented with elective courses specifically designed for the K through 12 or higher education practitioner. Thus, students will develop leadership skills appropriate these environments.

EVALUATION

Student growth is first measured during the second summer when each student must update and orally defend a personal educational platform. Student progress is evaluated again at the end of the third summer, when students present and defend two papers. In the first paper, students apply leadership theory to solve actual problems in their workplaces. The second paper will be the student's dissertation proposal. Each student's final challenge is the successful production and oral defense of the dissertation.

CURRICULUM

Designed to accommodate the working schedule of students, the program's tightly structured curriculum requires full-time study in the summer and part-time study during the academic year. In the first summer, students will complete an intensive three-week residential component.

The curriculum is organized into three distinct but interconnected stages: defining leadership and leadership contexts, understanding leadership and organizations, and applying leadership in educational organizations. Within each of the three stages, the curriculum provides experiences in three thematic strands: modes of inquiry, understanding of self and others, and creating desirable futures.

In addition to required courses, students will select four electives designed for this program. These elective courses may be of general interest or specifically for the K through 12 or higher education practitioner. Offered on a rotating basis, these electives will be available to students in any cohort.

OUTLINE

YEAR 1

Summer

Leadership Theory* (3 sem. hrs.)
Organizations as Cultures: Theory (3 sem. hrs.)
Research for Educational Leadership I (2 sem. hrs.)
Leadership Seminar I (1 sem. hr.)

Fall

Organizations as Cultures: Applications (3 sem. hrs.)
Forces of Change in American Society (3 sem. hrs.)
Leadership Seminar I (2 sem. hrs.)

Spring

Planning (4 sem. hrs.)
Elective (2 sem. hrs.)
Leadership Seminar II (2 sem. hrs.)

YEAR 2

Summer

Promoting Effective Learning (3 sem. hrs.)
Changing Organizations (3 sem. hrs.)
Research for Educational Leadership II (2 sem. hrs.)
Elective (2 sem. hrs.)
Leadership Seminar II (2 sem. hrs.)

Fall

The Policy Environment (3 sem. hrs.)
Human-Resource Development (3 sem. hrs.)
Leadership Seminar II (2 sem. hrs.)

Spring

Leadership Problems (4 sem. hrs.)
Elective (2 sem. hrs.)
Leadership Seminar III (2 sem. hrs.)

YEAR 3

Summer

Leadership Problems II (4 sem. hrs.)
Future Studies (2 sem. hrs.)
Dissertation Proposal (1 sem. hr.)
Elective (2 sem. hrs.)
Leadership Seminar III (1 sem. hr.)

Fall/Spring

Dissertation (12 sem. hrs. total)

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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Spalding University

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School of Education
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Doctorate in Leadership Education

Educational Level: Graduate
Department: School of Education
Format: For-credit
Stand Alone

INTRODUCTION

In keeping with the Spalding University pioneer spirit of service and the tradition of collaborative commitment to the development of the total person, the School of Education has as its mission the preparation of educators who possess intellectual understanding, holistic perspective, and professional skills to lead others to the maximum use of their potential for lifelong learning in a multicultural society. The School of Education prepares individuals to educate others in school and non-school settings. All faculty are fully qualified for the areas in which they teach and are deeply committed to assuring quality education to each individual.

DESCRIPTION

The doctorate in leadership education degree is a 60-semester-hour program aimed at meeting the needs of a broad spectrum of educational leaders represented by such fields as personnel management, business administration, not-for-profit institutions, and traditional education. The doctoral program in education is competency-based and strives for careful integration of theory, independent research, professional-skills development, and utilization. Part of the richness of the doctoral experience comes from the diverse composition of each "cohort," the group of students entering the program at the same time and taking substantially the same set of required core courses. A new cohort is admitted to the program each fall. The program will ensure that all candidates who qualify for the degree of doctor of education will possess the knowledge and skills necessary to be effective leaders. The doctoral candidate is required to have a cognate area of 12 hours, which are included in the 60-hour program.

COMPONENTS

The **Leadership Component** consists of six credit hours of experiences designed to provide doctoral students with an understanding of the theories, philosophies, realities, and visions that impact the quality of leadership.
EDD 710 Seminar in Leadership I (3 cr. hrs.)
EDD 830 Seminar in Leadership II (3 cr. hrs.)

The **Core Component** consists of 27 credit hours of core courses to be taken by all students in the doctoral program. Theses courses are taken as a cohort group, two courses each semester for three years.
EDD 720 Systems Theory (3 cr. hrs.)
EDD 730 History and Philosophy of Ideas (3 cr. hrs.)
EDD 740 Values in Leadership I (3 cr. hrs.)
EDD 750 Theories of Learning and Instructional Design (3 cr. hrs.)
EDD 760 Planning and Decision Making (3 cr. hrs.)
EDD 770 Information and Communication (3 cr. hrs.)
EDD 780 Human Resource Leadership (3 cr. hrs.)
EDD 810 Law and Leadership (3 cr. hrs.)
EDD 820 Ethics and Leadership (3 cr. hrs.)

The **Cognate Component** consists of 12 credit hours of courses (above master's level work) taken either at Spalding or during other graduate study. This part of the program may be used either to build or to strengthen one of the following areas: administration and supervision, curriculum and instruction in educational technology, or other fields related to leadership.

The **Research and Application Component** consists of 12 to 15 credit hours of courses that indicate a basic understanding of research design and methodology and the ability to analyze research. This component enables the candidate to perform and apply research. The candidate is expected to develop a proposal with relevance for leadership in the future and, through the writing of the dissertation and the completion of an externship experience, to make a significant contribution to the field of leadership education.
EDD 891 Doctoral Seminar (3 cr. hrs.)
EDD 892 Doctoral Externship (3-6 cr. hrs.)
EDD 893 Doctoral Dissertation (6-9 cr. hrs.)

COURSES

EDD 710 Seminar in Leadership I (3 sem. hrs.)
Provides an introduction to the study of leadership, emphasizing: the change process; leadership definitions, structures, styles, and processes; the differences between leadership and management; motivation and behavior; situational leadership; power; and decision making.

EDD 720 Systems Theory II (3 sem. hrs.)
Studies human behavior, philosophy, and scientific methodologies; develops design approaches to interdisciplinary problems.

EDD 730 History and Philosophy of Ideas (3 sem. hrs.)
Studies history and principles of philosophy of ideas and applies them to practical problems in learning, teaching, and administering.

EDD 740 Values in Leadership (3 sem. hrs.)
Studies the classical and contemporary approaches to the problems of values; attempts to apply these approaches to dilemmas faced by leaders today.

EDD 750 Theories of Learning and Instructional Design (3 sem. hrs.)
Surveys and compares major learning theories; discusses attention, memory, thinking, and concept learning.

EDD 760 Planning and Decision Making (3 sem. hrs.)
Builds a structure for short-range and long-range planning; defines problem solving and how to measure effectiveness.

EDD 770 Information and Communication (3 sem. hrs.)
Develops skills and strategies in human personal and interpersonal communication; uses telecommunication as one medium for both instruction and administration.

EDD 780 Human Resource Leadership (3 sem. hrs.)
Develops management as well as leadership skills; considers optimum uses of time and personnel; studies change implementation and effective motivation.

EDD 810 Law and Leadership (3 sem. hrs.)
Provides a basic understanding of the legal system of the United States. Studies pertinent constitutional and statutory issues. Emphasis is placed on employment law issues. Relevant and timely case law will be studied.

EDD 820 Ethics and Leadership (3 sem. hrs.)
Examines major moral issues. Discusses the relationship between moral theory and moral practice. Particular emphasis is given to applied ethics.

EDD 830 Seminar in Leadership II (3 sem. hrs.)
Provides an opportunity for integration and synthesis of study and experience as well as for an exploration and development of possible dissertation topics.

EDD 891 Doctoral Seminar (3 sem. hrs.)
Designed to provide an intellectual atmosphere that will allow students to integrate their knowledge and experiences. Students will be expected to initiate and complete an approved proposal for the dissertation project as the major activity of this course.

EDD 892 Doctoral Externship (3-6 sem. hrs.)
Allows the student to practice skills and competencies learned while making a significant contribution to the field of educational leadership. Activities may include field placement, in-service presentations, writing for publication, and others. The externship is individually arranged with the approval of one's advisor.

EDD 893 Doctoral Externship (9-12 sem. hrs.)
A student will be granted a degree upon successful defense of a written dissertation and the completion of all other requirements.

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Trinity Western University

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Master of Administrative Leadership

Educational Level: Graduate
Department: Faculty of Graduate Studies
Format: For-credit
Stand Alone

GOALS

The goals of the program will be to equip participants with:

- A biblical foundation for the critical and moral evaluation of society, the church, culture, and organizational change.
- An orientation to leadership as the establishment of mission and vision expressed in service.
- An understanding of leadership in a world of shared power and multiple leadership.
- Skills in the formation, direction, motivation, and evaluation of team activity.
- Experience in the application of justice to reconciliation and conflict resolution.
- Development of a personal philosophy of serving leadership modeled on the life of Jesus Christ.

FORMAT

- The program will include a minimum of 36 semester hours of graduate study, which is six more than the university's minimum standard for master's-level programs. At a minimum, 30 of the 36 semester-hour total must be taken at TWU.
- Studies will be divided into three areas: Core Leadership Seminars (15 semester hours), Specialized Area Studies (15 semester hours), and Directed Studies and Projects (6 semester hours).
- Most of the core-leadership seminars are to be offered during intensive summer sessions, usually two weeks long for three semester hours of credit.
- Other studies will be offered during three-month-long mid-year sessions. A typical course might be taught with an initial three days of instruction (Thursday, Friday, Saturday) followed by two two-day sessions (Friday and Saturday) or according to other arrangements of a similarly flexible character.

COURSES

Master of Administrative Leadership (MAL) core courses are numbered 500; other courses are numbered 600.

Administrative Leadership Core

ALDR 500 Foundations for Contemporary Leadership (3 cr. hrs.)
This course is designed as the introductory course of the MAL program, providing a philosophical and theoretical survey of the bases for leadership. It will examine the major historical models for leadership and evaluate the application of these models in different situations and environments. Finally, the course will examine the means whereby leaders improve their leadership capabilities. Students will be expected to enhance their own understanding of different leadership styles and philosophies through class dialogue. (Must be taken in the first summer of the MAL program.)

Course Objectives:
- Become familiar with the variety of literature on leadership and the history of its theoretical evolution.
- Develop a construct for assessing and developing leadership.
- Develop a functioning leadership model from the perspective of a Christian worldview.
- Understand why people aspire to a leadership role or position.
- Define a personal-development path to enhance their leadership skills.

ALDR 501 Vision and Strategic Planning (3 cr. hrs.)
Effective organizations have learned how to sustain and implement a strong strategic vision that is based on core values yet is flexible, allowing adaptation to changing environmental conditions. This course will examine how leaders can use creative and systematic processes to develop shared vision, communicate it to internal and external groups, and translate it through strategic planning processes into effective action. Leading theories of vision and strategic planning in organizations will be examined, and there will be a survey of some specific strategic planning techniques that can be used with leadership groups both to develop strategic plans and to link them to operational activities. The course requires participation leading to a live strategic planning exercise. (Must be taken in the first summer of the MAL program.)

Course Objectives:
- Understand the nature of vision and its relationship to the organization's culture and values.
- Develop skill in developing, communicating, and implementing vision through effective use of applied strategic planning techniques.
- Gain facility in leading planning teams in creative-planning processes, such as Delphi, SWOT, organizational legacies, Q-sorts, etc.
- Know how to translate strategic plans into focused initiatives and operational activities.
- Appreciate how a Christian worldview provides a framework for development of vision and affects the overall approach to planning.

ALDR 502 Team Leadership and Conflict Resolution (3 cr. hrs.)
In the contemporary leadership paradigm, leaders no longer control and determine; they are more likely to guide and respond. Decisions are more often made in groups or teams that embrace a variety of views and interests in a flexible environment that remains responsive to change. This course will focus on building and sustaining decision-making teams, mentoring, delegating, resolving conflicts, and handling and overcoming opposition. The course will involve a group exercise that is designed to assess the leader's ability to work with and lead teams. Extensive time will also be devoted to improving the individual's and the group's repertoire of styles of communication skills with a view to functioning more effectively and efficiently as a team leader in handling routine and crisis situations. Team building should be the catalyst for all the leader wishes to accomplish. (Normally taken in the second summer of the MAL program.)

Course Objectives:
- Learn when and how shared power teams can best be utilized as opposed to unilateral or committee action.
- Learn how to build, sustain, and use a team approach to decision making that will make a difference by utilizing collaborative team skills.

- Learn systems and methods of productive interpersonal communication that will enhance the team's work—i.e., talking and listening skills.
- Learn the criteria for successful mentoring relationships within and without organizations.
- Learn the key to effective and successful delegating and chairing of meetings.
- Learn how to build a team of volunteers.
- Learn how to resolve conflict and manage stress within a team or organization through resolving problems and negotiating differences with difficult people.
- Learn how to construct and manage a team in a crisis situation.

ALDR 503 Financial Planning and Management (3 cr. hrs.)

The purpose of the course is to review fundamental principles in the management of financial resources, as applicable in industrial, service, and nonprofit organizations and institutions. The focus will be on the standard procedures used to plan, execute, and review performance from the perspective of the general manager. The student will be required to obtain financial information from an appropriate organization; and to plan, analyze, and interpret the results with a view to maximizing organizational performance over a period of time.

Course Objectives:

- Acquire the terminology and working skills expected of any person taking leadership of the financial function.
- Understand the different management philosophies and values, and their impact on an organization.
- Interact with computers and software that one would expect to find in the workplace and learn how to make informed decisions about information systems.
- Develop an understanding of, and the ability to work effectively with, the various stakeholders to the financial management task—i.e., employees, investors/supporters, boards, bankers, government.

ALDR 504 Leadership Values and Ethics (3 cr. hrs.)

This course provides an opportunity and framework for systematically analyzing ethical issues that arise in the context of organizational leadership. It is designed to promote the understanding of the role of values and ethics as leaders formulate strategies for motivating, communicating, utilizing power, and developing followers. The course begins with an investigation of the major avenues of ethical analysis. These will be analyzed within the context of a Christian worldview, with the objective of enabling students to develop a personal system of ethical principles consistent with biblical absolutes. Students will then study readings that address the exercise of leadership in various contexts and specific cases involving ethical dilemmas that require moral judgment.

Course Objectives:

- Increase their ethical sensitivity with respect to issues of particular significance to effective leadership, including issues of gender, pluralism, and multiculturalism.
- Compare and contrast competing systems of ethical analysis, and evaluate them in a manner consistent with a Christian worldview.
- Identify ethical dilemmas and apply relevant ethical principles to address the dilemmas.
- Develop an awareness of students' own leadership style, particularly with respect to the values employed in exercising leadership.
- Appreciate the difficulty of behaving ethically.
- Develop their own consistent approach to ethical decision making as they function in a leadership capacity.

Area Studies

The MAL program provides, in addition to a core of studies in leadership theory, a selection of courses relating to specific areas of leadership. Some of the courses are designed to be flexible, serving two or more leadership areas. Others are specific to one area only. Students are expected to select nine semester hours of courses designated for their own area of specialization and may choose an additional six semester hours of courses from either their own area of specialization or another area of interest.

Area Studies: Management

Courses from this section may be applied to the Area Studies portion of the MAL program. Students seeking a specialization from the area of Education must choose at least nine semester hours of courses from this category.

ALDR 610 Organizational Behavior (3 cr. hrs.)

This is a graduate-level introduction to the social theory and analysis of organizations. Processes of individual behavior in organizations will be examined, indulging attitudes, motivation, satisfaction, stress, perception, and attribution. Social-behaviors studies will include group formation and structure, socialization, organizational culture, and gender dynamics. Attention will be given to the evolution of organizations along with the scaling or organizational processes during growth and the consequent demands upon leaders as organizations change.

Course Objectives:

- Understand the nature of human organizations and their broad individual and social dynamics.
- Gain sensitivity to the human needs that influence organizational life, especially those that hinder or promote individual and team performance.
- Develop understanding of the social dynamics of organizations and how leaders must adapt their strategies as their organizations change in character or size.
- Build facility in analyzing organizational events and

situations from different theoretical and practical perspectives.
- Know how to develop positive strategies for sustaining high motivation and satisfaction among followers.

ALDR 611 Management Knowledge Systems (3 cr. hrs.)

This course will explore ways in which organizations can achieve their strategic goals and support key organizational functions through the effective use of information technology. The student will also gain an understanding of management's role in designing, implementing, and managing information systems. As well, the impact of information technology on our society will be discussed.

Course Objectives:
- Acquire a managerial view of information.
- Develop a strategic framework for evaluating technology.
- Become familiar with and make managerial decisions concerning the best types of technology (i.e., hardware, software, telecommunications, databases) for their organizations based on cost, efficiency, and strategic effectiveness.
- Become familiar with and make managerial decisions concerning the best applications of technology (i.e., financial, marketing, operations, human resource, and office-information systems, as well as decision-support systems and expert systems) for their organizations based on cost, efficiency, and strategic effectiveness.
- Learn about the issues important to cost-effective implementation and ongoing management of information systems.
- Understand how information technology has and will continue to shape the society in which we live and what our response as Christians should be. Topics here may include computer crime, telecommuting, privacy, job displacement, cultural considerations, etc.

ALDR 612 Leadership and Change (3 cr. hrs.)

This course explores how high performance in organizations is related to their ability to adapt to changing internal and external needs. It will examine the environmental, structural, and human dynamics of organizational change, including factors bearing on organizational rigidity or flexibility. The role of leaders in implementing collaborative change processes will be stressed along with a study of strategies involving others in the designing and execution of change projects. The course will include assessment of the student's own orientation to change and style of change leadership. Successful completion of the course will require designing and, normally, implementation and evaluation of a significant change project in the student's own organization.

Course Objectives:
- Become aware of major trends and forces in contemporary society that are creating the need for change.
- Understand how flexibility and adaptation are essential to sustained organizational performance.
- Build understanding of the role of values in guiding change and of the factors that contribute to success or failure of change efforts.
- Understand their own personal style in responding to change and the need to lead change.
- Develop a personal philosophy of change and its management.
- Gain competence in applying a variety of collaborative methods for managing change.
- Learn how to respond constructively to resistance to change.
- Evaluate the results of change efforts as the basis for continuing a successful operation.

ALDR 613 Leadership Across Cultures (3 cr. hrs.)

This course is designed to build understanding of the nature of culture and its influence on human society and behavior, especially in relationship to the processes of leadership within and between cultures. The influence of deep cultural patterns on perception, communication, and other interpersonal and organizational behaviors will be examined. Sources of misunderstanding when working across cultures will be considered along with strategies to reduce confusion and conflict. Issues of values and ethnocentrism, pluralism, diversity, and multiculturalism will be addressed. Students will be expected as part of this course to explore one or more cultural settings, preparing a report and analysis of leadership processes in the foreign culture.

Course Objectives:
- Understand the nature of culture and how its deep structures rooted in a worldview are manifested in artifacts and behaviors.
- Develop greater sensitivity to the profound and subtle effects of culture on leadership processes.
- Become more aware of their own cultural values, biases, and perceptual and action patterns.
- Gain experience in working with a leader from a culture other than the student's own, including building some understanding of how leadership strategies differ in the other's culture.
- Prepare for personal cross-cultural leadership roles, either internationally or through some other cross-cultural setting.

Area Studies: Education

Courses from this section may be applied to the Area Studies portion of the MAL program. Students seeking a specialization from the area of Education must choose at least nine semester hours of courses from this category. The education courses incorporate most of the guidelines for advanced programs in educational leadership recommended by the National Policy for Education Administration, a board founded by ten national American educational associations (NCATE, fifth draft, Nov. 1994).

ALDR/EDUC 620 Leadership in Educational Organizations (3 cr. hrs.)

This course extends the knowledge gained in the course on foundations for contemporary leadership and applies it to leadership in educational organizations. It provides a focused examination of applied school leadership, including a consideration of authority and service to students, staff, parents, communities, and school board trustees. The course examines how leaders use moral and symbolic as well as administrative leadership to build a school covenant and an effective school community rooted in a values-based mission and vision. Participants will consider how leaders can combine a strategic orientation with reflective action.

Course Objectives:

- Understand how substantive theories of leadership apply to educational contexts.
- Develop a framework for servant leadership in schools and other educational contexts, one that is based on a Christian worldview.
- Examine the effectiveness of leadership styles in school contexts, including feminist perceptions and reactions.
- Analyze and understand the interaction of leadership and school culture and the nature of an effective school community.
- Examine leadership-related issues in school and school-related administration, and explore possible responses and their consequences (e.g., school-based management, time management, interpersonal and organizational communication, delegation and accountability, handling routines, discipline policies, buildings and equipment, dealing with crisis situations, labor-management relations).
- Develop the personal skills required for forging a common vision, generating a school culture for learning, developing collaborative action, and identifying and solving problems.
- Develop effective public relations skills in representing and discussing educational initiatives and issues with parents, school boards, community leaders, and the media.
- Evaluate their effectiveness as educational leaders, determine appropriate accountability structures, and consider how effective leadership can be sustained.
- Establish student guidance, health, and activity programs that achieve the school's vision and strategic plan.
- Establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.

ALDR/EDUC 621 Developing Educational Programs (3 cr. hrs.)

This course reviews the foundations and practices of both macro- and micro-level program development for schools and school systems. Students will consider the underlying assumptions and effects of alternative approaches to program planning. They will also examine contemporary issues and research problems related to planned curriculum change and development. The participants will develop a framework and criteria for developing programs, resources, and curriculum practice based on a Christian worldview.

Course Objectives:

- Recognize the ideological contexts of curriculum planning and the beliefs associated with models of curriculum development.
- Identify the factors and forces that influence curriculum, and analyze the roles of students, teachers, parents, principals, consultants, school boards, departments of education, professional organizations, university personnel, and lobby groups in forging the curriculum.
- Evaluate the strengths and weaknesses of models of curriculum development and develop a model that reflects a Christian worldview.
- Understand the effect of proactive leadership on the dynamics of curriculum practice and planning.
- Assess and evaluate the strengths and weaknesses of a school's or school district's curriculum in terms of the effectiveness of student learning; determine curriculum priorities; and design plans to address the assessed needs.
- Develop strategies for managing the components of curriculum (e.g., educational aims, curriculum organization, pedagogical contours of the curriculum, grade-level and course yearly overviews, unit plans, performance outcomes, resource selection and use, student assessment and evaluation, programs for special-needs students).
- Coordinate the development of school- and district-based curriculum that reflects a well-defined mission and takes into account the need for moral and values education.

ALDR/EDUC 622 Leadership and the Dynamics of Educational Change (3 cr. hrs.)

This course considers the characteristics of effective schools and the process of school improvement. Students will consider strategies for building positive school cultures. They will examine theories of and current research on the nature of educational change. They will analyze models, practices, and problems of implementing curriculum and other changes at institutional and classroom levels.

Course Objectives:

- Understand the components of a positive school culture and the meaning of change within such a culture.
- Evaluate research on effective schools in terms of a Christian worldview, and consider the role of leaders in such schools.

- Identify the characteristics of educational organizations that welcome or resist change.
- Consider how the school is the basic unit of change, and how the school district or umbrella organization can play a supportive role in school renewal.
- Understand the causes, barriers, and key ingredients of successful implementation and continuation of meaningful change.
- Examine the roles of students, parents, teachers, principals, and external forces with respect to educational change at the school level, and develop guidelines for coping with change.
- Formulate strategies for school improvement in relation to the mission of a school, and draw up a school development plan.
- Develop the personal skills to build consensus, to motivate people to work toward common goals, and to analyze and solve problems.
- Engage the staff in an ongoing study of current best practices and relevant research and demographic data, and analyze them for school improvement.

ALDR/EDUC 623 Instructional Leadership and Supervision (3 cr. hrs.)

In this course, participants will review the role of principals and other educational leaders in providing sound instructional programs in schools. They will explore how to nurture a healthy professional climate and sustain teacher growth. They will develop an integrated model for continuous staff development. On the basis of Christian servant leadership and current supervision paradigms, they will consider how to supervise and evaluate school personnel. They will also scrutinize methods of staff selection, induction, and dismissal.

Course Objectives:

- Examine and discern features of sound classroom pedagogy based on a well-defined vision of effective teaching and learning.
- Recognize how an educational leader can affect a school's quality of learning.
- Explore the characteristics and consequences of various images of supervision (e.g., scientific, human relations, supervision as moral action).
- Build a healthy collegial and professional school climate, and implement programs for professional staff development and renewal.
- Analyze common approaches to appraising teacher performance (e.g., clinical, informal, cooperative, peer, summative).
- Develop strategies and skills for the elements of teacher supervision (e.g., planning and goal setting, organizing and managing time, observation skills, analysis skills, communication skills, motivating teachers, addressing conflict and stress).
- Develop effective approaches to staff selection, induction, and dismissal problems.
- Manage effectively collective bargaining or other written agreements.

ALDR/EDUC 624 The Social, Political, and Legal Contexts of Change (3 cr. hrs.)

The school is a community for learning within a larger community. This course explores the links between schools and the social, political, and legal forces that impinge on them. Students will examine the relationship of school with its social context and how school leaders interact with external influences and affect them.

Course Objectives:

- Understand how the school functions as a community within its supporting community (geographical or community of interest): assessing the values, priorities, and needs of the students, family, community, and staff; building a responsive school; involving the community in the school; implications of changing families and communities; nurturing teacher, student, and parent leadership; forging shared values, etc.
- Understand how the political climate and structures affect schools: national and local trends in education; federal, provincial, school district/umbrella organization, and teacher-association involvement; the organization of public and independent schooling; the politics of curriculum and testing, etc.
- Understand the implications of the Canadian constitution, provincial acts and regulations, and court decisions on issues such as staff hiring and dismissal policies, staff and student policies, student searches and punishments, danger around a school, negligence and abuse, copyright, educating exceptional students, legal liability of teachers and principals, etc.
- Solve problems and make decisions with respect to the social, political, and legal context that will, as much as possible, contribute to implementing the mission of the school.

Area Studies: Health Care

Courses from this section may be applied to the Area Studies portion of the MAL program. Students seeking a specialization in the area of Health Care must choose at least nine semester hours of courses from this category.

ALDR 630 Program Management in Health Care (3 cr. hrs.)

This course focuses on management of interdisciplinary teams responsible for providing care to a segment of the population. The course includes maintaining well-being of health care providers, change facilitation and accountability, and responsibility in partnerships and collaboration.

Course Objectives:
- Describe factors related to well-being of care providers, including motivation, satisfaction, achievement, and power.
- Develop strategies to facilitate collegiality during change.
- Identify interdisciplinary team functions with respect to leadership and management activities.
- Create a professional climate to maximize milieu for care provision.
- Develop an interdisciplinary system for shared governance.
- Provide for interdisciplinary consulting.
- Foster a sense of accomplishment for all members of the team.
- Mediate satisfactory resolution of team members' conflicts.
- Provide for human development aspects, such as sustainability.
- Develop evaluative systems for monitoring progress and achievement of program objectives.

ALDR 631 Biomedical Ethics (3 cr. hrs.)

This course will include ethical background, professional issues, and ethical applications.

Course Objectives:
- Describe the orientation and moral reflection underlying Christian aspects of health care.
- Describe theories underlying ethical concerns.
- Discuss motives, principles, and goals to justify moral action.
- Identify professional excellence and virtues.
- Articulate professional rights and obligations.
- Relate cultural diversity to ethical practices.
- Identify ethical principles that frame health care decisions.
- Describe an approach to managing conflict arising from moral diversity.
- Apply ethical reflection and analysis to simulated cases with respect to collegial relationships or patient care.
- Identify environmental health context of ethics.

ALDR 632 Issues and Theories Related to Providing Health Care (3 cr. hrs.)

This course include information flow, theories, and issues related to the context and dimensions of professional health care.

Course Objectives:
- Identify the role of information technology within the present status of evolution and revolution.
- Identify key theories underlying professional practice.
- Describe client systems.
- Compare professional roles, functions, and responsibilities within the provision of health care.
- Describe political, economic, and legal issues with respect to health care delivery.
- Identify transcultural sensitivity in dealing with co-workers and clients.
- Identify theoretical base for research and shared learning in different cultural perspectives.
- Identify the role of the researcher in practice and development.
- Relate differences in proposal writing for an overseas or international audience.

Area Studies: Christian Ministries

Courses from this section may be applied to the Area Studies portion of the MAL program. Students seeking a specialization in the area of Christian Ministries must choose at least nine semester hours of courses from this category.

ALDR 640 Theology of Christian Leadership (3 cr. hrs.)

This course explores the topic of leadership from a biblical and theological perspective. Essential biblical principles bearing on the purpose and character of moral leadership will be examined. Topics will include the relationship of leadership to a theological understanding of the role of human beings in the world; the nature of the image of God; the creation mandate; and moral approaches to authority, power, and discipline. Instances of leadership in the Old and New Testaments will be analyzed within their biblical context and in terms of contemporary understandings of leadership, with a special focus on the leadership of Jesus Christ as seen in the New Testament. Students will conduct an in-depth analysis of the leadership qualities, style, and effectiveness of a major Christian figure.

Course Objectives:
- Interpret from a biblical and theological perspective the goals, strategies, and characteristics of Christian leadership.
- Develop a personal theology of Christian leadership as it applies to the student's own personal and career goals.
- Build skills in analyzing biblical materials to discover more effectively what they teach about leadership.
- Learn to draw on biblical and theological concepts to teach others about the principles and practice of Christian leadership.

ALDR 641 Communicating with a Post-Modern Culture (3 cr. hrs.)

This course is intended to study the philosophical and theological shifts that have led to development of contemporary post-Christian, post-modern culture in Western societies. These developments will be analyzed in historical and theological perspectives. Strategies for observation and exegesis of contemporary cultures will be taught along with methods for subjecting cultural assumptions to a biblical critique. The course will emphasize how effective communication of Christian truth requires adaptation of past teaching and preaching models to new forms more appropriate to today's realities.

Course Objectives:

- Explore the contemporary impact of broad themes of cultural change over the past 20 years and in longer historical perspective.
- Develop skill in authentic exegesis of contemporary culture for its underlying values, themes, and needs.
- Build awareness of how enculturation within a narrow Christian framework can isolate believers from the surrounding society and impede attempts to build dialogue with it.
- Personally gain experience in at least two newer models or formats for communication that the student has not previously employed.

ALDR 642 Leadership in Spiritual Formation (3 cr. hrs.)
Leaders must know how to develop their own spiritual lives and how to lead others in cultivation of a relationship with God. This course will examine how themes of spirituality and spiritual growth can be nurtured in one's own life and encouraged in others through prayer, meditation, Bible study, and individual and corporate worship. There will be a study of several major traditions within the Christian faith for cultivation of the spiritual dimension of life both individually and within the church. The roles of spiritual mentoring, spiritual direction, and pastoring will be examined and distinguished. Biblical and historical exemplars of spiritual leadership will be reviewed. Students will participate in personal and small-group exercises to explore development of a deeper relationship with God.

Course Objectives:

- Appreciate the need to develop their own spiritual understanding, insight, and maturity.
- Understand the key biblical themes bearing on cultivation of the spiritual life.
- Develop awareness of at least three broad Christian traditions for nurturing spiritual growth, including one tradition that is not the student's own.
- Acquire skill in working with others personally and in groups to encourage exploration of personal faith and religious understanding.

Directed Studies and Projects
The MAL program requires students to complete a total of six semester hours of individually directed studies or projects. These requirements must be worked out in cooperation with the student's advisor.

ALDR 680 Directed Studies and Projects (1-6 cr. hrs.)
Directed Studies and Projects will be arranged individually between each student and his or her advisor. A syllabus for the study or project will be developed by the advisor and submitted to the MAL Program Committee for approval.

ALDR 680 Directed Studies and Projects (1-3 cr. hrs.)
An internship may be arranged to add a variety of substantial experiences of supervised leadership in a business, school, or ministry setting. Internships are to be arranged individually in consultations with the program director and internship supervisor.

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University of Missouri–Columbia

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Statewide Cooperative Ed.D. in Educational Leadership

Educational Level: Graduate
Department: Educational Leadership and Policy Analysis in collaboration with Missouri regional universities
Format: For-credit
Stand Alone

INTRODUCTION

The program is an advanced study in educational leadership for administrators, program leaders, and teachers/researchers for a variety of leadership positions in public and private education, government, and industry.

GOAL

To enhance the knowledge and competencies of leaders so that they provide optimal leadership for the education of all learners, both student and adult.

FORMAT

- Students will progress through the program as a "cohort."
- Students from each regional institution will be a site cohort, with students from all institutions forming the state cohort.
- Coursework will be completed in six concurrent semesters, beginning in the summer and concluding in the winter semester two years later.
- Dissertation research will follow the two years of coursework.
- Coursework instruction will occur at each regional site during the fall and winter semesters.
- Technology will be used as a medium for instructional delivery throughout the program.
- Curriculum will be integrated, thematic, and problem-based.

CURRICULUM

Leadership Theory and Practice
Leadership skills and theory
Ethical and moral issues
Internal/external communication
Conflict resolution
Organizational culture

Organizational Analysis
Organizational theory/analysis
Strategic planning
Change facilitation
Problem analysis/solving

Analyzing Educational Policy
Policy analysis
Social, political, legal issues
Infrastructure issues
Resource acquisition
Social implications of technology

Content and Context for Learning
Diverse learners
Learning theories and models
Instructional models
Technology in the learning
Program assessment

Research, Inquiry, and Evaluation
Educational planning/evaluation
Educational inquiry
Qualitative research
Quantitative research

EVALUATION

A systematic survey of graduates of the Ed.D. program will be conducted during their first, third, and fifth years exiting the program to determine their satisfaction with the program, utility of their learning, outcomes to their jobs, and job advancement. Employers of the graduates will be surveyed at the third and fifth years to determine their satisfaction with the graduates.

COURSES

YEAR ONE

C460 Organizational Analysis (4 sem. hrs.)
C410 Educational Leadership Inquiry (2 sem. hrs.)
C410 Professional Seminar (3 sem. hrs.)
C460 Leadership Theory and Practice (4 sem. hrs.)
A454 Quantitative Analysis I (3 sem. hrs.)
C410 Educational Leadership Inquiry (1 sem. hr.)

YEAR TWO

C410 Professional Seminar (2 sem. hrs.)
A456 Qualitative Analysis I (3 sem. hrs.)
C460 Policy Analysis (4 sem. hrs.)
C460 Content and Context of Learning (3 sem. hrs.)
C410 Team Building and Group Dynamics (1 sem. hr.)
C460 Program Planning and Evaluation (3 sem. hrs.)
C410 Educational Leadership Inquiry (1 sem. hr.)

YEAR THREE

C490 Dissertation (12 sem. hrs.)

* * *

University of Nebraska–Lincoln

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Master of Science Degree in Leadership Education

Educational Level: Graduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

INTRODUCTION

The Department of Agricultural Leadership, Education, and Communication is one of the newest academic departments at the University of Nebraska-Lincoln. We combine long and venerable traditions of excellence in education and scholarship with newly created programs designed to meet the needs of professionals in contemporary society in the public and private sectors. A truly multidisciplinary social-science department, the graduate faculty represents a wide variety of disciplines, including teacher education, leadership and human resource development, technical communication, and distance education. A strong student-centered learning environment combined with scholarship and an orientation toward applied research make this an ideal place for students seeking to advance their professional knowledge of the human side of modern organizations with ties to agriculture, natural resources, and the environment.

COURSES

ALEC 804 Problems of Beginning Vocational Agricultural Teachers
ALEC 805 Advanced Teaching Methods in Occupational Education
ALEC 812 Multimedia Applications for Education and Training
ALEC 826 Program Evaluation in Vocational and Adult Education and Training
ALEC 832 Administration of Agricultural Organizations
ALEC 833 Planning and Implementation of Cooperative Extension Programs
ALEC 845 Research in Occupational Education
ALEC 890a Distance Learning Environments
ALEC 890b Theoretical Foundations of Distance Learning
ALEC 890c Organizational/Management of Distance Learning Programs
ALEC 896 Independent Study in Agricultural Education
ALEC 901 Supervision and Administration in Vocational Education
ALEC 904 Seminar in Vocational Education
ALEC 905 In-Service Preparation for Occupational and Adult Educators
ALEC 908 Organization of the Agricultural Mechanics Program

AREAS OF EMPHASIS

LEADERSHIP AND HUMAN RESOURCE DEVELOPMENT

With roots in the traditions of youth and human resource development for agribusiness, the department has developed a unique generic leadership development program available as an area of emphasis in the master of science degree. The program immerses individuals, both academically and professionally, in the area of human resources development and leadership. One of the greatest needs for success in any endeavor is the ability to effectively communicate, influence, and relate to others. Completion of the Leadership and Human Resource Development emphasis creates opportunities for students to gain the academic background and experiences to provide interpersonal and leadership skill development to persons involved in formal and nonformal educational settings and in business and industry. Students' graduate programs are multidisciplinary and contain opportunities for experiential activities in a variety of leadership and organizational development settings.

Required Courses

ALEC 832 Administration of Agricultural Organizations
ALEC 845 Research in Occupational Education
ALEC 901 Supervision and Administration in Vocational Education
ALEC 802 Developing Leadership Capacity in Organizations and Communities*
ALEC 899 Master's Thesis (Option I)
or
ALEC 996 Research Other Than Thesis (Option II)

Elective Courses

In conjunction with a graduate advisor, students will develop a program utilizing the following or other appropriate UNL graduate courses:

ALEC 805 Advanced Teaching Methods

ALEC 812 Multimedia Applications for Education and Training
ALEC 826 Program Evaluation in Vocational and Adult Education and Training
ALEC 833 Planning and Implementation of Cooperative Extension Programs
VAED 821 Program Development in Adult Education and Training
VAED 868 Dynamics of Small Groups
VAED 883 Foundations of Human Resource Development
VAED 981 Seminar in Human Resource Development
BUS MGT 861 Advanced Personnel/Human Resource Management

Examples of Career Options: Training Specialists and Managers; Personnel Specialists and Managers; Personnel Recruiter; Commodity, Product, or Field Representatives; Youth Program Administrator; 4-H Youth Development Educator; Training and Development Educator.

TEACHING AND LEARNING

Graduate study in this emphasis focuses on theory, practice, reflection, and improvement in the process of teaching and learning. It is designed for individuals wishing to pursue careers in formal or informal teaching occupations, including those preparing for careers in community college or university teaching, public school teaching, outreach programs, and cooperative extension; for international students who plan teaching careers; and for individuals providing human resource services in business, industry, and government agencies. A student's graduate program can be multidisciplinary and contain a variety of experiential activities in career settings.

Required Courses
ALEC 805 Advanced Teaching Methods
ALEC 845 Research in Occupational Education
ALEC 812 Multimedia Applications for Education and Training
ALEC 890a Distance Learning Environments
ALEC 899 Master's Thesis (Option I)
or
ALEC 996 Research Other Than Thesis (Option II)

Elective Courses
In conjunction with a graduate advisor, students will develop a program utilizing the following or other appropriate UNL graduate courses:
ALEC 832 Administration of Agricultural Organizations
ALEC 833 Planning and Implementation of Cooperative Extension Programs
ALEC 826 Program Evaluation in Vocational and Adult Education and Training
ALEC 890b Theoretical Foundations of Distance Learning
ALEC 890c Organizational/Management of Distance Learning Programs
ALEC 896 Independent Study in Agricultural Education (may be internship or practicum)
ALEC 905 In-Service Preparation for Occupational and Adult Educators
EDPSY 854 Human Cognition and Instruction
EDPSY 858 Educational Measurement and Evaluation
VAED 822 Instruction of the Adult Learner
CURR 880 Instructional Computing in Education

Examples of Career Options: Agricultural Education; Agri-Science Teacher; Community College Instructor; Adult Education Teacher; Extension Educator; Community Educator.

POSTSECONDARY (COLLEGE) TEACHING

This sequence of courses may be taken as part of the Teaching and Learning area of emphasis or elected as a minor by students majoring in other disciplines within and outside the College of Agricultural Sciences and Natural Resources. It has long been recognized that preparation for college teaching traditionally does not include preparation in how to teach. Preparation in college teaching is being recognized as an important component by students planning careers in college teaching, cooperative extension service, agribusinesses, community agencies, and other areas of leadership. Land grant and university employers are also increasingly looking for preparation and experience in postsecondary teaching. You need not have previous teaching experience or coursework in education to enroll in this area of emphasis. Students who have completed this sequence of courses tell us that they are more confident and are better prepared to design, implement, and evaluate their teaching in a variety of settings. Students should take nine to ten hours of work from the following courses.

Required Courses
ALEC 805 Advanced Teaching Methods
ALEC 905 In-Service Preparation for Occupational and Adult Educators
Preparation of a Teaching Portfolio (0 credit or 1 credit of 896)

Elective Courses
Selection of one additional course from below or other appropriate UNL course:
ALEC 812 Multimedia Applications for Education and Training
ALEC 896 Independent Study in Agricultural Education
EDAD 926 The American Professoriate: An Administrative Perspective
EDPSY 966 Psychology of Learning

Examples of Career Options: Teacher in community college or university settings; Extension Educator; Training or Educational Officer in business or government; Teacher of adults in community college.

EXTENSION EDUCATION

Cooperative Extension in the United States is the largest nonformal education system in the world. As other extension and distance-learning systems take new knowledge and practices to the citizens of the world, there is a need for professionals with technical backgrounds who are trained in educational and knowledge dissemination methods. The Extension Education emphasis creates opportunities for students to gain the basic academic background and experiences to plan, implement, evaluate, and administer nonformal educational programs. Students' graduate programs are multidisciplinary and contain a variety of experiential activities.

Required Courses

ALEC 805 Advanced Teaching Methods
ALEC 845 Research in Occupational Education
ALEC 832 Administration of Agricultural Organizations
ALEC 833 Planning and Implementation of Cooperative Extension Programs
ALEC 899 Master's Thesis (Option I)
or
ALEC 996 Research Other Than Thesis (Option II)

Elective Courses

In conjunction with a graduate advisor, students will develop a program utilizing the following or other appropriate UNL graduate courses:

ALEC 812 Multimedia Applications for Education and Training
ALEC 826 Program Evaluation in Vocational and Adult Education and Training
ALEC 896 Independent Study in Agricultural Education
ALEC 905 In-Service Preparation for Occupational and Adult Educators
VAED 821 Program Development in Adult Education and Training
VAED 822 Instruction of the Adult Learner
VAED 824 Contemporary Adult and Continuing Education
VAED 921 Psychology of Adult Education

Examples of Career Options: Extension Educator/Administrator; Youth Program Administrator; Training and Development Educator; Community Educator; Commodity, Product, or Breed Field Representatives.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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University of Northern Colorado

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Master of Arts in Educational Leadership and Policy Study

Educational Level: Graduate
Department: Division of Educational Leadership and Policy Studies
Format: For-credit
Stand Alone

MISSION

The mission of the Division of Educational Leadership and Policy Studies (ELPS) is to develop educators who have the vision and the ability to successfully lead educational organizations by providing needed services to learners in educational settings, by creating effective learning environments, by effecting policies that govern educational organizations, and by modeling continuous learning with and for the citizens of the community. To achieve this mission, ELPS faculty members incorporate innovative teaching practices; engage in inquiry about leaders and leadership; and demonstrate leadership at the local, regional, national, and international levels.

DESCRIPTION

The master of arts degree in Educational Leadership and Policy Studies enables candidates to acquire knowledge about leadership in the P-12, community college, higher education, or other educational settings. The program provides opportunities for students to develop in-depth understanding about leadership roles and responsibilities, working with external environments, policy development, organizational behavior, and contemporary educational issues. The master's degree requires a minimum of 36 semester hours of graduate study, 16 hours of which are core educational leadership learning experiences. Depending on career goals, students may choose from four concentration areas in the master's program: P-12 education, higher education, adult and continuing education, or an individualized program. Students may obtain the master's degree while also working concurrently on a principal or administrator license.

PHILOSOPHY

The underlying philosophy of the master of arts degree program is that educational leaders possess knowledge of self, others, organizations, learning, and society necessary to perform creatively and effectively in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning. The master's degree program is exemplified by these beliefs:

- Human growth and development are lifelong pursuits.
- Organizations are artifacts of a larger society.
- Learning, teaching, and collegiality are fundamental activities of educational organizations.
- Validated knowledge and active inquiry form the basis of practice.
- Moral and ethical imperatives drive leadership behavior.
- Leadership encompasses a learned set of knowledge, skills, and attitudes.
- Effective leadership in educational organizations depends on individual and team efforts.
- Leaders' behavior and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.

REQUIREMENTS

The coursework needed to successfully complete the 36 hours required for the master's degree includes:

Educational Leadership Core: minimum of 16 semester hours
ELPS 601 Leadership Development Through Inquiry (3 cr. hrs.)
ELPS 603 Shaping Organizations: Management and Leadership in Education (5 cr. hrs.)
ELPS 604 Understanding People: Professional Development and Educational Leadership (3 cr. hrs.)
ELPS 605 External Environments: Social, Political, and Economic Influences in Educational Leadership (5 cr. hrs.)

For Concentration in P-12 Education: minimum of 8 semester hours
ELPS 654 Supervision of Curricular and Instructional Programs (5 cr. hrs.)
ELPS 660 Law and the Administrator (3 cr. hrs.)

For Concentration in Higher Education: minimum of 5-6 semester hours
ELPS 668 Higher Education in the United States (3 cr. hrs.)
ELPS 606/695 or CSPA 661/675 Field-Based Learning (2-3 cr. hrs.)

For Concentration in Adult and Continuing Education: minimum of 5-6 semester hours
ELPS 665 Adult Learning (3 cr. hrs.)
ELPS 606/695 or CSPA 661/675 Field-Based Learning (2-3 cr. hrs.)

For Individually Designed Concentration: minimum of 6 semester hours
ELPS prefix courses (6 cr. hrs.)

Additional Requirements: minimum of 12-15 semester hours
SRM 600 Introduction to Graduate Research (3 cr. hrs.)
Appropriate electives for concentration area (9-12 cr. hrs.)

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University of Phoenix

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Doctor of Management in Organizational Leadership

Educational Level: Graduate
Department: Doctoral Studies
Format: For-credit
Stand Alone

INTRODUCTION

The mission of the University of Phoenix's doctoral program is to offer ambitious working professionals an opportunity to explore the dynamics of organizational leadership from the perspective of both conventional and emergent thinking. If organizations are "broken," as many observers and scholars seem to think, tomorrow's leaders need an opportunity to develop the skills, insights, and wisdom to change organizations in a way that ensures their economic viability while operating in a manner respectful of the need for human satisfaction at work. We clearly need a new social technology to accommodate the increasingly complex and rapidly changing conditions of work and the extraordinary demands of our physical technology. This program will attract individuals who wish to explore the issues surrounding the management of our organizations whether in business, government, education, the nonprofit sector, or the professions. Learners will seek an opportunity to experiment with new ideas and to implement their thinking in case studies, actual change programs, and/or the development of new knowledge in the area of organizational leadership. The program is about asking the tough questions regarding the way the world is now working and to rigorously explore new possibilities. It is an opportunity for learners to step back from their day-to-day technical responsibilities in order to consider the larger meaning of their, and their organization's, role in the world and how they can continue to make a positive difference.

COMPONENTS

YEAR ONE

Residency (two weeks full time at beginning of year)

- The Practice of Leadership: A Skillshop (2 cr. hrs.)
- Catalytic Leadership and Group Processes (2 cr. hrs.)
- Finding your Passion: Thinking About and Designing Your Contribution (2 cr. hrs.)

Online

- A Philosophy of Knowledge (3 cr. hrs.)
- Inventing the World: How We Construct Meaning (3 cr. hrs.)
- Organization Theory (3 cr. hrs.)
- Leadership Theory (3 cr. hrs.)

Elective

The learner may select one of the following courses or propose another (subject to available faculty mentors). The process will be to: 1) agree on a plan of study and evaluation at the beginning of the study period and 2) work independently with minimal contact until evaluation time.

- The Impact of Technology on the Leadership of Organizations (3 cr. hrs.)
- Organizational Lessons from the Global Village (3 cr. hrs.)
- The Courage to Follow (3 cr. hrs.)
- Eupsychian Management (3 cr. hrs.)
- Organizational Culture and Change (3 cr. hrs.)

Learner-Led Seminar (takes place in both first and second years)

This learner-led seminar running from Friday evening to Monday afternoon is based on the individual's research, reading, and preliminary search for a contribution/dissertation. (2 cr. hrs.)

Learning Leader Journal

The Learning Leader Journal is a guided personal account of the experiences, reflections, and an integration of the theory of leadership with the individual's experience. (1 cr. hr.)

YEAR TWO

Residency

- The Essence of Leadership: Communicating, Team Building, and Coaching (3 cr. hrs.)
- Getting Focused (0 cr. hrs.)
- How to Choose a Mentor (0 cr. hrs.)

Online

- The Mind of the Manager/The Mind of the Managed (3 cr. hrs.)
- Distant Voices: Unconventional Wisdom and the Anti-Establishment Challenge (3 cr. hrs.)
- Power and Politics: Lessons from the Light and Dark Side of Leadership and the Leader (3 cr. hrs.)
- The Moral and Social Responsibility of Leadership (3 cr. hrs.)

Elective

The learner may select one of the following courses or propose another (subject to available faculty mentors). A course chosen for independent study for Year One is not eligible during Year Two. The process will be the same as for Year One.

- The Impact of Technology on the Leadership of Organizations (3 cr. hrs.)
- Organizational Lessons from the Global Village (3 cr. hrs.)
- The Courage to Follow (3 cr. hrs.)
- Eupsychian Management (3 cr. hrs.)
- Organizational Culture and Change (3 cr. hrs.)

Learner-Led Seminar

A second learner-led seminar based on the student's research, reading, and continued thinking about a contribution is held again in year two. This seminar will demonstrate considerable progress toward the development of the final contribution. (2 cr. hrs.)

Learning Leader Journal

The Learning Leader Journal is continued through year two. (1 cr. hr.)

YEAR THREE

Residency

- Group and Individual Renewal (3 cr. hrs.)
- Finalizing the Design of the Contribution (0 cr. hrs.)
- How to Choose a Mentor (0 cr. hrs.)

Online

- Finding What You're Looking for and Knowing When You've Found it: Research Methods (3 cr. hrs.)
- Continuation of Mentorship

Mentor-Guided Contribution

Creating the Contribution

COURSES

DOC 700 Finding Your Passion: Thinking About and Designing Your Contribution

This module precedes the actual contribution and is designed to help learners articulate their specific goal. It is also helpful for those who do not know how to capture their goal in the best possible way. The purpose is to help each learner begin to focus his or her intellectual efforts in a way that integrates his or her motivation for being in the program with a specific, personally meaningful outcome.

DOC 701 A Philosophy of Knowledge

This course surveys the idea of knowledge—what we consider known and knowable; how humans have learned and applied their knowledge; the ends toward which we have sought to apply knowledge; and the contributions that the social sciences, humanities, arts, sciences, and performing arts have made to our understanding of the universe, our world, ourselves, and our organization. This course will help learners begin to understand the purpose of inquiry and the wide spectrum of intellectual resources available to them. It will also help learners begin to think of the purpose of their program and how they can create a personal contribution to the organizational world.

DOC 702 Inventing the World: How We Construct Meaning

The world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Students will undertake an examination of the way they construct their world—what it means and what is meaningful at a personal level, with some insight into why that is the case for them—and how this information can inform their leadership behavior and explain their style.

DOC 703 Finding What You're Looking For and Knowing When You've Found It: Appropriate Research Methods

This methodology module will help learners design the process for completion of their contributions. Satisfactory completion of this module will be achieved when the learner prepares a contribution plan to be submitted to his or her doctoral committee. Methodologies may include quantitative, qualitative, or action research; case writing or historiography; or an integrative teaching module (or some combination as needed).

DOC 790 Getting Focused

This noncredit course is designed for students to begin thinking in more concrete terms about their contribution/dissertation and presented at the second residency. It is the intention of this course to help orient the student to the contribution/dissertation writing process and his or her learning objectives.

DOC 791/792 Learning Leader Journal

The Learning Leader Journal is a personal account of the experiences, reflections, and integration of the theory of leadership with the individual's experience. It is a running commentary with at least twice-weekly entries that span the entire first two years of the program. It will be reviewed for the purpose of helping the learner focus on key aspects of his or her development and in terms of the depth and personal meaning of the lessons learned. This is a tool for the learner's coach to help focus the student's personal leadership development plan.

DOC 793/794 Learner-Led Seminar

This learner-led seminar running from Friday evening to Monday afternoon is based on the individual's research, reading, and preliminary search for a dissertation/contribution. While it is a presentation of significant learning, it is also exploratory and considered a work in progress. This seminar occurs between the fifth and seventh months of year one on a topic to be mutually determined by the learners and a faculty mentor.

DOC 795 How to Choose a Mentor

This noncredit course offered during residency is designed to help each learner choose an individual faculty member to serve as his or her mentor for the purpose of creating a dissertation/contribution.

DOC 796 Finalizing the Design of the Contribution

Each learner will prepare for DOC 703 by looking at the overall purpose and general concept of his or her contribution and begin to design the research/creative effort. At the end of the residency, each learner should be ready to develop the specific plan for their contribution. It will be complete at the end of DOC 703, whereupon each learner will engage in the development of his or her contribution.

DOC 797 Contribution/Dissertation Research/Writing
Students register for DOC 797 while they are working on their dissertation/contribution. The learner-mentorship relationship is fully developed during this process. The student engages in research and writing according to the requirements of his or her proposal.

DOC 799 Final Project: Creating the Contribution/ Dissertation
This course is the last module during which the learner prepares his or her contribution/dissertation public workshop.

LDR 700 Catalytic Leadership and Group Processes
Leadership is loosely defined as exercising influence or executing the responsibilities of one's position. However, a new approach to leadership in the knowledge era is to consider it a catalytic role because outcomes are often uncertain. This requires that individuals playing a leadership role know how to extract and form the group's potential. Being a catalyst means contributing to a process more than creating a specific product of a group of people. This course looks at group dynamics and how this role of leadership requires altered behavior on the part of followers and/or new deliberate behavior on the part of each person to the process.

LDR 701 Leadership Theory: The Human Conventions of the Industrial Paradigm
This course surveys leadership theory with an interdisciplinary focus on leadership in the 20th century. While theories abound, learners will pursue the creation of an integrative theory and attempt to redefine the concept of leadership while accounting for nascent societal changes. Students will consider issues such as whether leadership is a personal or organizational function, a one-person task, or a group function. The definition of leadership and an understanding of the leadership role is vital. It will influence all that learners do in this program.

LDR 702 Power and Politics: Lessons from the Light and Dark Side of Leadership and the Leader
Power is the lifeblood of leadership. The varieties of power and their uses will be reviewed. The emphasis will be placed on how leaders are able to influence others, what tools they have at their disposal, and what aspects of their personality and character serve to help them effectively influence others. The larger question will also be considered: exactly what rights and powers should be given a person to achieve his or her responsibilities in an organizational context? We shall consider a variety of possibilities for the allocation of power in organizations and the accountability of power users. Another topic of interest here is intentionality and how an organization, a group, or an individual accomplishes objectives. Why be a leader? What gives one the right? There are those who seek leadership positions for socially unacceptable reasons, some perhaps for darker psychological reasons. If leadership is defined as a singular role, how does one's capacity for handling responsibility, or one's fear of it, get in the way of fulfilling the requirements of the job? One's approach to power—its meaning and use as well as one's handling responsibility—are explored in this course.

LDR 703 The Moral and Social Responsibility of Leadership
Toward what ends do leaders serve? The learners will explore the nature of the leadership role in contemporary organizations and determine the responsibilities of leadership in the broad social arena. Ethical, moral, and philosophical issues will be explored as they relate to the leader's relationship to the organization's stakeholders. Learners will create a personal statement of their own to reflect how they see a leader's role in the web of organizational stakeholder relationships from the perspective of the moral context of their behavior. Questions regarding their ultimate purpose, the use of power, the utilization of information, the role of profit, the mission of the organization, the methods of management, the restructuring of the organization, or the redirection of human resources to achieve new strategic objectives are some of the areas that give rise to underlying moral concerns regarding an individual leader's purpose and behavior.

LDR 704 Group and Individual Renewal
All social systems, like other systems, face wear and tear that tend to diminish their capacity to live up to their ideals, expectations, and good intentions. This course approaches the issue of group and individual renewal from the perspective that these needs are necessary to further the long-term interests of the organization. Leaders take the responsibility of making renewal happen and formulating a gauge to know when it is necessary and establishing a process for best making it happen. We explore that here.

LDR 705 The Politics of Leadership: Managing Multiple Constituencies
Leadership does not occur in a vacuum. It is the ongoing process of influence attempts embedded in a social milieu. The constant ebb and flow of the myriad demands placed on individuals and the organization result in competing interests vying for attention. This is a political process. Students will explore methods for detecting, understanding, and utilizing healthy political processes that contribute to organizational vibrancy and success. Structures will be examined in terms of their influence on the political process.

LDR 750 The Practice of Leadership: A Skillshop
This is a hands-on interpersonal experience to give each learner an opportunity to assess and be assessed in situations

that call for personal initiative. The purpose is to help individuals see themselves "in process" and to learn how they are seen from the perspective of an informed and caring community of learners whose purpose is to help one another learn from a mutual leadership experience. Learners will take away a set of principles and generalizations to guide their personal development to help them focus their learning journals on important aspects of their intellectual and emotional achievements over the course of their studies.

LDR 751 The Essence of Leadership: Communicating, Team Building, and Coaching: A Skillshop
This experience exposes learners to an environment that requires the application of communications, team building, and coaching skills. It is the culmination of the first year of personal reflection and study of the nature and purpose of organizational leadership. This residential module gives the student an experience to integrate theory and personal behavior for an assessment of his or her personal readiness to engage in the leadership act and to create a plan for continued development.

MGT 700 The Mind of the Manager/The Mind of the Managed
This course is an exploration of the mind-set and psychological framework of managers/bosses in conventional organizations and its complement among subordinates/followers. This particular dyadic relationship is considered legitimate. This course explores the roots of the underlying rationale and the forces perpetuating this form of relationship. This is especially important to investigate in the age of the knowledge worker. An effort will be made to consider alternatives to the prevailing mind-sets and ways leaders can begin a change process to alter them if deemed desirable to do so.

MGT 701 Distant Voices: Unconventional Wisdom and the Anti-Establishment Challenge
Not everyone is convinced of the wisdom of capitalism or conventional organizational structures and leadership. This course explores what these voices say and how they can be heard and learned from. The unconventional wisdom will be explored from utopians, idealists, romantics, reformers, and socialists. This will include a survey of psychological profiles of organizational failures, the counter-dependent, the "troublemakers and misfits," and what they tell us about our organizations. We will also explore what a leader's role is and how he or she should behave in these circumstances. In addition, this course explores the more extreme form of anti-establishment thinking including anarchism, fierce individualism, destructive psycho- and sociopathic and cult behavior as this behavior is expressed by individuals within mainstream organizations. One possible line of inquiry will explore how to identify, contain, or ethically remove such behavior from the workplace.

MGT 702 Eupsychian Management
Eupsychia is a word coined by Abraham Maslow to indicate psychological health. Eupsychian management is, therefore, a style of managing that is psychologically healthy with the ostensible outcome of creating psychologically healthy workplaces. Such a workplace is characterized as having free and open communication, low or nonexistent fear, respect for the individual, and high integrity, among other things. The learner in this module will look at organizations and assess what it will take to manage in a eupsychian fashion and how people can be selected or developed to work effectively in this kind of environment.

MGT 703 The Courage to Follow
While the call for leadership is a rather romantic notion extremely popular in the United States today, few people are so independent that it can't be said they do not follow one another. In an important sense, each person leads and follows at different times. In an organizational context, everyone must play this dual role. To only lead is perhaps a luxury of a tyrannical system while to only follow destroys both the personal and organizational spirit. In fact, in an era of increasing dependence on the gathering, interpretation, and application of knowledge, each person will cycle through leadership and followership as expertise and situations shift among people. The courage to follow is the self-awareness that one's talents and knowledge are limited and must be tempered by the recognition of, and belief in, others. The courage to follow is the ability and insight to know when to let go of the need to control or influence or impose one's perspective or power on others.

MGT 704 Managerial Scenarios: Thinking About Organizations
There are many forms of organizations and a virtually unlimited number of styles, cultures, and environments that can be created. The options facing a leader are limited only by his or her imagination. Though there are important systems constraints, environmental concerns, and cultural influences, the specific mix of style, strategy, utilization of organizational members, and the creation of meaning can be crafted by each leader to reflect some combination of organizational or personal values and beliefs. The manner in which this process occurs, the leader's choices, and the ends toward which the organization is directed will be the focus of this module. Specifically, learners will explore the prevailing conditions they face to determine likely futures and a personal leadership development agenda.

MGT 705 The Ecology of Commerce
Each organization has an impact on the world beyond that intended by its members. Its meta-meaning often escapes the conscious awareness of its members. This module helps learners see the larger impact of their organizations and their personal role in creating that impact. Issues of purpose,

sustainability, social value, and organizational responsibility will be explored in relation to the physical world.

MGT 706 Where Law, Culture, and the Profit Motive Collide: Integrating Administrative Law/Regulation and Intention

The constraints faced by organizations are real and critical. Law, cultural assumptions and expectations, regulation from federal, state, and local agencies, and the demands of shareholders (or other major extra-organizational stakeholders) often undermine the intentions of the organization and employees—even when those intentions would clearly benefit the organization. This module delves into the strategies for working with such constraints in order to achieve organizational intentions.

MGT 707 Administrative Strategy: Creating an Intentional Organization

Being an organizational leader requires a grasp of the principles underlying the management of large organizational systems. This module helps the learner explore administrative strategy formulation. An examination of the principles of organizational design from an organization development perspective will be undertaken. Both design and development will be considered in light of the mission and environmental constraints faced by organizations.

MGT 708 Managerial Creativity

Problem solving, decision making, dealing with people day-to-day, and thinking afresh of one's responsibilities require access to a broad spectrum of possibilities. These are often distilled into a few familiar pathways. This course helps learners cut through the routines to become open to new ways of seeing and being. Drawing upon psychological, philosophical, and linguistic tools, the learner will broaden his or her ways of thinking through imagination-expanding exercises. The learner will learn new applications for creativity in exercising everyday responsibilities.

MGT 750 Creativity in Practice: A Skillshop

This skillshop puts the principles of creativity to work. Learners will experience their own creative powers at work and practice the mind-expanding principles learned in Managerial Creativity. The learner will develop and exercise new creative tools to immediately apply in his or her life as well as in a leadership role.

ORG 700 Organization Theory: The Structural Conventions of the Industrial Paradigm

This course is a survey of current theory and research on organizations. Students will be expected to demonstrate an understanding of the utility and influence of organizational structures. In addition, this course will look at the history of organizational theory and its resultant influence on human behavior and interpersonal relationships in the industrial era. This course will also explore the implications of the emergent post-industrial era. Organizational effectiveness and ineffectiveness will be examined in light of various theories of organization. The learning products will demonstrate an integrated application of theory to a specific situation or organization.

ORG 701 Organizations and Systems Thinking: The Web of Inclusion

The world and our experience of it is holistic. All knowledge and experience is interactive. Systems thinking helps us conceptualize the interrelationships of all things and to focus on the salient aspects of that portion of our world that influences our organizations. While we are vastly limited in what we can know and how we can isolate those influences, systems thinking will show us some useful ways of understanding and utilizing a view of the interaction of forces relevant to managing organizations. This course will introduce the lexicon of systems-thinking terms and tools to help us see the world as a very dynamic whole.

ORG 702 The Impact of Technology on the Leadership of Organizations

The technological revolution is changing the way organizations are structured, how people are utilized, and all human relationships in the workplace. This course examines the impact of technology on the way organizations are constructed, operate, and change, and will focus on how leadership is influenced by these developments.

ORG 703 Organizational Lessons from the Global Village: Social Responsibilities and Effectiveness Worldwide

Leadership in a global context with transnational organizations requires an understanding of what differences exist and how they can be utilized for the good of the organization and persons within. This course will survey cross-cultural issues and examine practices from abroad that may be exemplars for national and transnational organizations. This course will accomplish several objectives including: 1) to reinforce the value of equifinality—the breadth of possible ways of achieving a single objective; 2) to help individuals understand, use, and benefit from diversity; and 3) to enable leaders to expand their repertoire of behavioral possibilities. Perhaps most important of all is to establish a range of acceptable organizational objectives.

ORG 704 Organizational Culture and Change

This course examines the dimensions of organizational culture, how to measure it, and how it can be shaped within certain parameters. The leader's role in developing, maintaining, or changing the culture is explored.

ORG 705 Creative Destruction: Changing Organizations Without Killing People
How is the need for change perceived, understood, and managed? How does change make itself manifest from external sources? These questions serve as the foundation for a leader to understand how to mobilize the organization to effectively utilize its resources in new and imaginative ways. To manage change, however, requires first an understanding of the values, obligations, and expectations shared by the people involved. This is because the kind of changes and the methods used to make the changes all stem from the larger understanding of one's relationship to others, each stakeholder group, and beliefs about the organization: who it serves, who benefits from it, and the ultimate purpose it serves.

ORG 706 The Organization as Polity
A variety of metaphors have been used to describe organizations, each of which raises implications for leaders. A short survey will be made, however, to understand how they resemble a polity. The social system will be our focus: its characteristics and functions, the expectations members have of organizations, and its role as provider of social comforts, security, place, purpose, etc. The implications for leadership will be explored, as well as ways for organizations to design and create their culture.

LDR 798 Readings in Contemporary Leadership
MGT 798 Readings in Contemporary Management
ORG 798 Readings in Contemporary Organizations
With the advice of a faculty member, learners will select a subject of interest and conduct independent reading, culminating in a position paper that takes the form of a review article suitable for publication in a professional journal. This will allow students to explore a personally meaningful avenue of inquiry unavailable through the other courses.

LDR 799 Special Topics in Leadership
MGT,799 Special Topics in Management
ORG 799 Special Topics in Organization Development
This course is designed to keep learners and faculty on top of the discipline. Students wishing to explore a special area of interest may request a faculty member to convene an online seminar for that purpose. Typically, however, a faculty member wishing to present a course on recent developments in the field may convene a special-topics seminar. This will allow faculty to highlight their special expertise.

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DEGREE PROGRAMS – GRADUATE CONCENTRATIONS

These examples of graduate-level certificate and concentrated studies programs describe the requirements to be met for a formal notation on the graduating student's diploma or transcript.

CONTENTS

BINGHAMTON UNIVERSITY 42
The Leadership Certificate Program
A program that seeks to create a broader perspective in participants, regarding how to develop and apply exemplary leadership strategies to individual, team, and organizational development.

CHAPMAN UNIVERSITY 43
Graduate Certificate Program in Organizational Leadership
A program designed for individuals in leadership positions who wish to enhance their ability to lead.

CHAPMAN UNIVERSITY 44
Executive Certificate in Voluntary Leadership
A program intended for professionals who wish to enhance their ability to lead volunteers.

UNIVERSITY OF TEXAS–ARLINGTON 44
Educational Leadership UTA
An education leadership program that is a full-time, year-long intensive leadership program.

Binghamton University

Bruce J. Avolio
Director, Kellogg Leadership Program
State University of New York–Binghamton
School of Management
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The Leadership Certificate Program

Educational Level: Graduate
Department: Center for Leadership Studies and School of Management
Format: For-credit
Stand Alone

INTRODUCTION

This program seeks to create a broader perspective in participants, regarding how to develop and apply exemplary leadership strategies to individual, team, and organizational development.

DESCRIPTION

- Strong emphasis on personal assessment and developmental feedback (e.g., leadership style, values, interpersonal style, personal preferences, etc.). Each student will create and implement his or her own learning plan.
- Collaborative learning structure and full inclusion of experiential learning, case analyses, simulations, etc.
- Utilization of information technology (e-mail, group decision support systems, etc.) in effectively developing and leading groups or organizations.
- Applications of learning principles to a broad range of organizational contexts and cultures.
- Work with "real time" problem issues and opportunities as part of each student's leadership development.

OBJECTIVES

- To provide a series of three innovative courses that offer a concentrated focus on developing a full range of leadership competencies.
- To help students learn specific leadership competencies that will make them more effective at work and in the community.

COURSES

HRM 551 Foundations in Leadership Development
In this course, students will be exposed to a variety of perspectives on how they can exercise and develop leadership. The focus of this course is more at the individual level of analysis in terms of personal attributes, behaviors, and styles that facilitate exemplary leadership. Students will begin to develop an understanding of their impact on groups and vice versa, as well as how their behaviors/styles evolve over time and in different contexts/cultures.

HRM 552 Leadership in Groups and Teams
In this course, we will examine how leadership manifests itself in groups. The initial strategy is to place students in groups of three members and examine how such small groups impact on the way one leads, as well as follows. Over time, we will escalate the group's size to increasingly larger and larger groups. By the end of six weeks, the group will be the main focal point for discussions of shared leadership development.

HRM 553 Leadership in Organizations
The focus in this course will be on leading organizational systems. This will entail shifting the perspective of participants from people to groups to systems. Emphasis will be placed on how to move larger entities forward in terms of the organizational processes used, the culture, the interrelationships that exist among teams, the shared understanding and the vision of the group, cultural differences, etc.

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Chapman University

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Graduate Certificate Program in Organizational Leadership

Educational Level: Graduate
Department: Professional Studies
Format: For-credit
Stand Alone

DESCRIPTION

The graduate certificate program in Organizational Leadership allows students to achieve a firm grasp of contemporary leadership theory and practice. It is designed for individuals in leadership positions who wish to enhance their ability to lead. The 15-credit program is designed to enhance a leader's conceptual and interpersonal skills, allowing him or her to anchor value-centered, service-driven leadership into his or her everyday operating philosophy and style. Students in the certificate program develop a heightened awareness of self—of their capabilities and limitations—and a corresponding commitment to uniting one's organizational colleagues around the creation and attainment of a common vision.

REQUIREMENTS

Required Courses (9 credit hours)
OL 600 Foundations of Organizational Leadership (3 cr. hrs.)
OL 602 Self, Systems, and Leadership (3 cr. hrs.)
OL 613 Seminar in Organizational Dynamics (3 cr. hrs.)

Electives (6 credit hours)
Select any two from among the following:
OL 601 Democracy, Ethics, and Leadership (3 cr. hrs.)
OL 614 Leadership and Team Development (3 cr. hrs.)
OL 615 Leading Organizational Change (3 cr. hrs.)
ED 617 Organizational Leadership and Development (3 cr. hrs.)
OL 620 Contemporary Issues in Organizational Leadership (3 cr. hrs.)
OL 621 Frontiers of Voluntary Leadership (3 cr. hrs.)
OL 625 Developing Leadership Competencies (3 cr. hrs.)
OL 626 Dynamics of Voluntary Leadership (3 cr. hrs.)
HR 530 Conflict Resolution (3 cr. hrs.)
HR 616 Organizational Consulting (3 cr. hrs.)
HR 646 Training and Development (3 cr. hrs.)

Total Credits—15

Students enrolled in other graduate degree programs at Chapman (e.g., business administration, criminal justice, computer science, human resources, health administration, education) may petition to count any one appropriate course (three units) from their program not listed above toward their certificate in Organizational Leadership. Students may petition to count up to three credits of coursework taken elsewhere toward their certificate. Students who wish to pursue the master of arts may use the above credits, providing the admissions requirements to the master's program are met.

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Executive Certificate in Voluntary Leadership

Educational Level: Graduate
Department: Professional Studies
Format: For-credit
Stand Alone

DESCRIPTION

The executive certificate in Voluntary Leadership is a six-credit graduate-level program intended for executives, managers, and other professionals from the nonprofit, public, or civic sectors who wish to enhance their ability to lead volunteers. In a situation where participation cannot be demanded or extracted, the importance of inspiring commitment through the power of mutual influence (as opposed to the power of one's position) becomes paramount. And that is the essence of Voluntary Leadership. The two courses that comprise the certificate in Voluntary Leadership are presented in workshop-style format, featuring guest speakers, case studies, and small-team breakouts.

REQUIREMENTS

The certificate is awarded upon successful completion of OL 621 and OL 626 with a 3.0 average or higher.

Required Courses (6 credit hours)
OL 621 Frontiers of Voluntary Leadership (3 cr. hrs.)
OL 626 Dynamics of Voluntary Leadership (3 cr. hrs.)

Students who wish to pursue either the graduate certificate in Organizational Leadership or the master of arts may use the above credits, providing the appropriate admissions standards are met.

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University of Texas–Arlington

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Educational Leadership UTA

Educational Level: Graduate
Department: Educational Administration
Format: For-credit
Stand Alone

INTRODUCTION

Professions have long valued and understood the importance of intensive internships in the preparation and continuing development of their members. Realizing this, the University of Texas at Arlington in collaboration with the Dallas/Fort Worth metroplex school districts have jointly developed a unique educational leadership preparation program. In keeping with extensive field-based research, the Educational Leadership UTA program equips future educational leaders to guide schools through important educational reforms by providing a program that offers a unique balance and blend of seminars and internship experiences. Educational Leadership UTA's goals are to provide interns with the necessary leadership skills to develop schools that will meet the ever-increasing challenges of providing excellent educational opportunities for all students. Departing from the traditional university-based delivery of instruction, Educational Leadership UTA's participants are trained at field-based, learner-centered sites.

DESCRIPTION

This year-long, full-time intensive preparation program begins in July of one year and ends in June of the following year. Intern candidates are screened and selected for program inclusion through a mutual district and university selection process. This process provides individual school districts the autonomy and flexibility to select the candidates they feel exhibit leadership characteristics. The university thereby provides the process to allow them to "grow their own" potential administrators.

FORMAT

Educational Leadership UTA consists of two four-week daily summer seminars and an academic year-long, field-based internship that recommends three 12-week field-based school experiences and one two- to three-week district-level experience. Interns meet daily during each four-week summer seminar and once each week during the internship. The first four-week summer seminar is conducted before the year-long internship begins. The last summer seminar is conducted following the academic year and serves to provide closure and to address the future professional development needs of the aspiring administrators. Weekly seminars during the academic year are held at various school/university campuses and at other appropriate sites. During the internship experience, interns are placed with selected and trained mentor principals and district administrators who provide necessary support and the essential experiences for leadership preparation. They benefit from daily hands-on experiences of actually leading a campus under the direction of a selected mentor principal. Upon successful degree and program completion, as well as passing the Texas ExCet examination, interns receive a master's degree from the University of Texas at Arlington and Texas Mid-Management certification.

COMPONENTS

COHORT GROUPS

Interns are placed in a cohort group of their peers. Through cohorts, collegial relationships are formed that serve as a network and support group as they progress through their preparation. Cohort groups provide interns with opportunities to analyze and reflect upon their academic and internship experiences. Traditionally, cohort members continue their professional relationship networks beyond their preparation program as they assume positions of leadership in schools, school districts, and communities throughout the metroplex, the state, and the nation. Follow-up support, networking, and research including program and individual evaluation will be stressed with the cohort group.

SEMINARS

Seminars provide interns with an opportunity to benefit from fundamental common learning and information as well as serving as a structure for interns to share with and glean from others. Interns will be required to attend two four-week summer seminar sessions, as well as weekly seminars held one day a week during the internship year. Seminar topics relative to the internship experience will cover a range of educational administration theories, practices, and skills with an emphasis on school reforms and improvement.

INTERNSHIP PLACEMENTS

Four field-based internship experiences are recommended during the academic school year. Of the four experiences, three 12-week sessions are held at selected elementary, middle, and high schools. The fourth is held at a district administrative office. Districts are also allowed flexibility in scheduling interns to allow for local needs and autonomy.

PERFORMANCE ASSESSMENT

Interns are required to construct a portfolio based on seminar, internship, and cohort activities, such as projects, performance evaluations, artifacts, and other evidences of proficiency. Periodic oral and written assessments will occur throughout the internship, with a comprehensive oral and written final examination given at the end of the experience. All interns will manifest competencies as outlined by the newest research of the National Policy Board for Educational Administration in *Principals for Our Changing Schools: Knowledge and Skill Base* and the "Proficiencies for Administrators" in Learner-Centered Schools for Texas-sponsored publications.

REQUIREMENTS

SUMMER SEMINAR

EDUC 5350 Organizational Development in School Settings
EDUC 5651 Leadership in Learner-Centered Environments

FIRST SEMESTER FIELD-BASED PRACTICUM

EDUC 5660 Curriculum and Instruction in Learner-Centered Schools
EDUC 5661 Phase I Practicum in School Administration
EDUC 5362 Critical Issues in Learner-Centered Communities

SECOND SEMESTER FIELD-BASED PRACTICUM

EDUC 5692 Diversity and Governance in Learner-Centered Schools
EDUC 5693 Phase II Practicum in School Administration
EDUC 5362 Critical Issues in Learner-Centered Communities

ENDING SUMMER SEMINAR

EDUC 5395 Futuristic Leadership Roles in School Administration
EDUC 5362 Critical Issues in Learner-Centered Environments

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DEGREE PROGRAMS – UNDERGRADUATE MAJORS

This section provides overviews of bachelor's degree programs in leadership. Included are each program's philosophy, structure, and curriculum details.

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Bachelor of Arts in Organizational Leadership

Educational Level: Undergraduate
Department: Professional Studies
Format: For-credit
Stand Alone

INTRODUCTION

Since most people devote a majority of their waking hours to work or service in an organization of one kind or another, a key determinant of individual success and organizational effectiveness is one's ability to understand how organizational forces impact individual behavior and, more importantly, one's ability to actively shape those forces, to lead. This is true whether we are dealing with a military or civilian, profit or nonprofit, public or private, small or large, educational or religious organization. The program in Organizational Leadership evolved from a recognition of this fact and in response to recent criticisms that institutions of higher education are not giving students the skills employers need: leading, communicating, and creating. The program, in essence, prepares students for the leadership challenges facing them in their future, within a framework of service, i.e., to make a positive difference in their world of work, their family, and their community. The bachelor of arts in Organizational Leadership is more than just preparation for work; it is a degree for life. It provides education not only about leadership but preparation for leadership. As we approach the 21st century, the need and demand for organizational leadership is accelerating. A fundamental paradigm shift is underway in how organizations and their administrators operate: command and control styles are out; empowerment is in. It is a fact that nothing gets done in organizations except through the combined efforts of individuals working together toward a shared purpose and common vision. The organizations and people with the capacity to adapt to this reality and an increasingly complex and rapidly changing environment are the ones who will succeed. As Eric Hoffer once said, "In times of drastic change, it is the learners who inherit the future. The learned find themselves equipped to deal with a world which no longer exists." Or, as John F. Kennedy simply put it, "Leadership and learning are inseparable."

DESCRIPTION

Organizational Leadership (OL) is an innovative, applied, and interdisciplinary course of study anchored in the humanities, the social sciences, and communications. Students in the program:

- Learn how to diagnose problems and identify and assess alternative action remedies.
- Acquire the reflective/analytical tools and ethical framework necessary for critical judgment.
- Develop interpersonal skills in group decision making, creative problem solving, and conflict resolution.
- Develop advanced oral and written communication skills.
- Learn how to empower others through cooperative teamwork.
- Articulate a personal philosophy of leadership and develop strategies for implementation and leading by example.

The undergraduate program in Organizational Leadership is dedicated to eliminating barriers to individual and organizational effectiveness. It is, therefore, ideally suited for students with strong interests or experience in organizations (government, nonprofits, the military, or private sector) as well as individuals running or starting their own enterprises. Depending on the emphasis area created or selected, students with degrees in Organizational Leadership are prepared for a wide range of careers in profit or nonprofit organizations, from business or computer information systems to community or service agencies, from journalism and communications to military, health, educational, or religious service. Students, again depending on choice of emphasis, are also well positioned for graduate study in public administration, law, criminal justice, business, communications, computer information systems, or the social sciences.

COMPONENTS

Emphasis Area (15 credits in electives)
The student develops a formal Emphasis Area consisting of 15 elective credits in a personalized and coherent plan of study designed to meet the student's educational and professional goals. The emphasis may be in any area in which sufficient coursework is demonstrated (e.g., criminal justice, public administration, public relations, military leadership). The student's advisor and campus coordinator must approve the plan. At least 9 credits in the Emphasis Area must be upper-divisional (300+) courses. Students lacking full-time employment and administrative/leadership experience (e.g., a minimum of two years in a supervisory capacity) are required to complete at least three credits of OL 490/497 Leadership Internship as part of their emphasis area.

The following courses may be applied to all emphasis areas:
OL 420 Selected Topics (3 cr. hrs.)
OL 490/497 Leadership Internship (3 cr. hrs.)
OL 499 Individual Study (up to 6 cr. hrs.)
SOC 425 Social Change (3 cr. hrs.)
HR 425 Social and Technological Change (3 cr. hrs.)
COM 301 Public Speaking (3 cr. hrs.)
COM 442 Group Dynamics and Leadership (3 cr. hrs.)
MATH 303 Statistics (3 cr. hrs.)
SOC 201 Social Research Design (3 cr. hrs.)

ADMINISTRATION EMPHASIS

Most appropriate for students contemplating administrative careers in the private sector, public administration, or nonprofits, this emphasis addresses the fundamentals of supervision and administration and may include study in accounting, marketing, finance, personnel, and policy. Students elect five courses (15 credits) largely from among those offered by the School of Business and Economics, including but not limited to:

HIST 314 United States Business and Economic History (3 cr. hrs.)
OA 201 Principles of Organizational Administration (3 cr. hrs.)
(May substitute MGMT 201 Introduction to Management or MGMT 316 Principles of Management, where offered.)
OA 202 Accounting in Organizations (3 cr. hrs.)
(May substitute ACTG 210 Principles of Accounting I or ACTG 211 Principles of Accounting II, where offered.)
OA 208 Economics and Organizations (3 cr. hrs.)
(May substitute ECON 200 Principles of Microeconomics or ECON 201 Principles of Macroeconomics, where offered.)
OA 403 Administration of Finance (3 cr. hrs.)
OA 404 Administration of Marketing (3 cr. hrs.)
(May substitute MKTG 304 Principles of Marketing, where offered.)
OA 405 Policy Formulation (3 cr. hrs.)
HR 401 Effective Workforce Administration (3 cr. hrs.)
HR 406 Legal Issues in Administration (3 cr. hrs.)
(May substitute BUS 215 Business Law I or BUS 415 Business Law II, where offered.)

ORGANIZATIONAL COMMUNICATION EMPHASIS

This emphasis is most appropriate for students contemplating careers in public relations, advertising, or corporate communications. Students elect five courses (15 credits) largely from among those offered by the School of Communication Arts, including, but not limited to:

COM 110 Interpersonal Communications (3 cr. hrs.)
COM 160 Introduction to Advertising (3 cr. hrs.)
COM 210 Theories of Persuasion (3 cr. hrs.)
COM 211 Introduction to Intercultural Communication (3 cr. hrs.)
COM 301 Public Speaking (3 cr. hrs.)
COM 340 Topics in Speech (3 cr. hrs.)
COM 370 Principles of Public Relations (3 cr. hrs.)
COM 401 Persuasive Speaking (3 cr. hrs.)
COM 410 Organizational Communications (3 cr. hrs.)
COM 442 Group Dynamics and Leadership (3 cr. hrs.)
ENG 400 Advanced Rhetoric (3 cr. hrs.)
F/TV 351 Business Presentations (3 cr. hrs.)

SOCIAL NATURE OF ORGANIZATIONS EMPHASIS

Most appropriate for students interested in the social-psychological aspects of organizational dynamics and/or students contemplating graduate work in sociology, public administration, or industrial psychology. Also valuable for students interested in organizational research or consulting. Other courses may apply. Students elect five courses (15 credits) largely from among those offered by the Wilkinson College of Letters and Sciences, including, but not limited to:

SOC 301 Field Research Methods (3 cr. hrs.)
SOC 328 Social Inequality, Social Diversity (3 cr. hrs.)
SOC 395 Women at Work (3 cr. hrs.)
SOC 415 Sociology of Organizations and Institutions (3 cr. hrs.)
SOC 460 White Collar Crime (3 cr. hrs.)
HIST 314 United States Business and Economic History (3 cr. hrs.)
HIST 327 The World of the Industrial Worker (3 cr. hrs.)

PHIL 315 Voluntary Service (3 cr. hrs.)
PoSci 320 International Law, International Organization, and World Order (3 cr. hrs.)

Senior-Year Semester Abroad

Advanced organizational leadership majors and minors, whose work and family commitments allow, may participate in an integrated fall semester abroad (for 12-15 credits) in conjunction with the Costa Rica Rain Forest Outward Bound School. Students can earn credits toward their natural science, social science, language, movement and exercise science, and cultural heritage requirements, in addition to earning up to six credits in organizational leadership (e.g., OL 490 Internship, OL 498 Senior Action Research Project, or OL 499 Independent Study). The program includes travel to Costa Rica, Peru, and Ecuador.

REQUIREMENTS

The Organizational Leadership major consists of 48 credits of coursework, including 15 credits in a customized emphasis area and 6 credits of integrative capstone courses, designed to allow students to synthesize and apply what they have learned and to obtain direct insight into how successfully they are putting their personal philosophy of leadership into practice. The integrative senior project should be completed in the student's final semester, but in any case no earlier than within 9 to 12 credits of the completion of major requirements.

Lower Division Requirements (9 credit hours)

COM 150 Introduction to Business Communications (3 cr. hrs.)
OL 200 Organizational Assessment and Methods of Critical Inquiry (3 cr. hrs.)
CpSci 200 Introduction to Computers and Data Processing (3 cr. hrs.)

Foundation Courses (9 credit hours)

OL 300 Introduction to Organization Studies (3 cr. hrs.)
OL 400 Theory and Practice of Leadership (3 cr. hrs.)
Phil 316 Business and Professional Ethics (3 cr. hrs.)

Core Competencies (9 credit hours)

HD 300 Human Diversity (or CH-II course): Chapman common requirement; no additional credits
CpSci 315 Organizational Information Systems: Access and Retrieval (3 cr. hrs.)

One of the Following

Com 442 Group Dynamics and Leadership (3 cr. hrs.)
SOC 230/430 Conflict Resolution (3 cr. hrs.)
PcSt 230/430 Conflict Resolution (3 cr. hrs.)
Note: With permission of OL advisor, student may elect an appropriate PcSt or SOC substitute for Conflict Resolution.

One of the Following

ENG 303 Technical Writing (3 cr. hrs.)
ENG 303 Business Writing (3 cr. hrs.)
ENG 303 Writing for Public Relations (3 cr. hrs.)

Emphasis Area (15 credit hours)

15 credits in electives

Integrative/Applied Capstone (6 credit hours)

OL 498 Action Research Project (3 cr. hrs.)
One of the following:
OL 420 Selected Topics in Organizational Leadership (3 cr. hrs.)
OL 450 Images of Organization (3 cr. hrs.)

Total Credits—48

COURSES

HUMAN RESOURCES

HR 401 Effective Workforce Administration (3 credit hours)

An introduction to workforce planning, including job analysis, recruitment, interviewing, selection, placement, staffing, performance evaluation, outplacement, and forecasting. Tools and techniques for personal decision making are learned.

HR 406 Legal Issues in Administration (3 credit hours)

Study of legal issues associated with the management of public- and private-sector organizations. The course focuses on personnel matters, such as affirmative action, grievance handling, hiring and firing, training, questions of equity, labor relations, and health and safety. Examines the legal business environment, emphasizing such things as contracts and torts.

HR 425 Social and Technological Change (3 credit hours)

Study of social and technological trends, issues, and changes impacting organizations and society. Discussion of issues, management, trend forecasting, future studies, and environmental scanning for strategic planning.

HR 430 Conflict Resolution (3 credit hours)

Analysis of the nature, types, and stages of conflict resolution. Focus is upon conflict within and between persons, families, organizations, communities, and societies, with emphasis on resolution techniques.

ORGANIZATIONAL ADMINISTRATION

OA 201 Principles of Organizational Administration (3 credit hours)

This course is designed for the leadership candidate who has worked but not had formal training in leadership. It is intended to provide essential skills in planning and organizing, staffing and directing, controlling, decision making, motivation, and communication.

OA 202 Accounting in Organizations (3 credit hours)
Designed for non-accounting administrative personnel. The course covers the basic accounting concepts and principles in accounting, financial statements, budgeting, and how accounting information can be used as a management tool. Emphasis is placed on profit-type entities, although not-for-profit and public institutions are also covered.

OA 208 Economics and Organizations (3 credit hours)
Decision making with scarce resources, price and capital theory, opportunity costs, supply and demand, market equilibrium, pricing in competitive markets, the public sector, national income accounting, introduction to foreign-exchange market and balance of payments, unemployment and inflation, macroeconomic equilibrium, money and banking.

OA 403 The Administration of Finance (3 credit hours)
Provides students with a vocabulary of financial terms, an understanding of a corporate balance sheet and income statement. An introduction to financial planning and budgeting, and cash management and cash budgeting for personal and organizational use.

OA 404 The Administration of Marketing (3 credit hours)
The marketing of goods and services and the role of marketing in the economy are covered. Topics include: the marketing environment, buyer behavior, market segmentation, marketing mix policies, marketing of services, and marketing in the international economy.

OA 405 Policy Formulation and Implementation in Organizations (3 credit hours)
An introduction to policy and strategy development in both public and private organizations. The student deals with administrative problems and resulting strategy decisions at all levels of an organization. Emphasis is upon the analysis of choices, roles, and moral dimensions involved in the cycle of policy and strategy. Case method approach.

ORGANIZATIONAL LEADERSHIP

OL 200 Organizational Assessment and Methods of Critical Inquiry (3 credit hours)
Examination of knowledge and research as they pertain to leadership and organizational studies. Analysis of empirical/scientific method, logic, and interpretation, and their influences on the study and practice of leadership. Development of research, writing, and presentation skills as applied to the study of organizations.

OL 300 Introduction to Organization Studies (3 credit hours)
Deepens understanding of human behavior in organizations, examining organizational forces that impact individuals from the perspective of four frames (human resource, structural, political, and cultural). Topics include: bureaucratic dysfunctions, ethics, motivation, diversity, leadership, space shuttle Challenger disaster (integrative case study).

OL 400 Theory and Practice of Leadership (3 credit hours)
Examines leadership from theoretical and practical perspectives within and across formal organizational settings (e.g., public/private, profit/nonprofit, military/civilian, and unitary/multidivisional). Examines strategies and skills that contribute to effective leadership within various kinds of organizational systems. Students examine current skills and leadership style through a variety of self-assessment activities.

OL 420 Selected Topics in Organizational Leadership (1-3 credit hours)
Covers special topics related to leadership and/or organization studies (e.g., Spirit at Work, Leadership Development Lab, Facilitation Skills for Leaders). Experimental courses are developed subject to emerging student or employer demands. Course may be repeated for credit provided course content is different. Topics vary.

OL 450 Images of Organization (3 credit hours)
Reviews classical and contemporary organizational theories and explores different images of organizations (machine, organism, brain, culture, political system, social domination, "psychic prison"). Examines how each perspective draws attention to significant aspects of the organizing process and demonstrates how these images can be effective tools for analysis and action in different organizational situations.

OL 490/497 Leadership Internships (1-3 credit hours)
In-depth experience in an organization in which students analyze, apply, and assess range of leadership constructs (e.g., vision, communication, motivation, empowerment) in private-, civic-, service-, or public-sector organizations. Offered pass/fail only; 40 hours of total effort (including work, preparation, study, meetings, journals, papers) are required.

OL 490 Independent Internship (1-3 credit hours)
An independent practicum in which students develop an independent learning contract in conjunction with an on-site supervisor and an OL faculty advisor.

OL 497 Seminar Internship (1-3 credit hours)
Seminar-based practicum in which interns meet regularly with faculty member in group discussion format to discuss and evaluate experiences.

OL 498 Action Research Project (1-3 credit hours)
Student, in consultation with OL faculty member, conducts research (secondary and primary) on particular leadership or organizational problem, culminating in Senior Integrative Paper, including literature review, history/impact, data collection, analysis, action alternatives, and recommendations. Students discuss and evaluate progress in an ongoing seminar. May include participation in all-day organizational simulation (Looking Glass, Inc.®) to further link theory to practice.

OL 499 Individual Study (1-3 credit hours)
Directed reading and research on a special problem or topic related to leadership and organization studies resulting in a major paper. May be repeated for up to six credits.

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Fort Hays State University

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Bachelor of General Studies in Organizational Leadership

Educational Level: Undergraduate
Department: Interdisciplinary/Leadership Studies
Format: For-credit
Part of: BGS in Organizational Leadership

DESCRIPTION

The Bachelor of General Studies (BGS) in Organizational Leadership is a four-year liberal-arts degree that provides students with an innovative curriculum that focuses on the study of leadership in the context of modern organizations. This academic program intends to prepare students for leadership and management positions in business, industry, and public service. The primary purpose is to blend the traditional outcomes of a liberal education, which provides breadth, and a specific Organizational Leadership concentration that provides curriculum depth in leadership and organizational behavior.

OBJECTIVE

Today, organizations dominate our social landscape. Our lives revolve around all types of organizations. Whether we realize it or not, we participate in organizations every day. When we go to church, to our jobs, even sitting down to dinner with our family, we are playing an active role in organizations. The BGS degree in Organizational Leadership is designed to provide students with the knowledge and skills necessary to be effective in a variety of organizational settings. First, students develop a deep understanding of how organizations function and what roles leaders at all levels can play to improve organizational performance. Second, students gain important practical skills essential for success in their chosen profession. Skills in interpersonal relations, problem solving, team building, motivation, and communication are all necessary in today's world. Students in the BGS degree in Organizational Leadership program will find themselves well prepared to be productive members of today's workforce.

BGS REQUIREMENTS

General Education Required Courses (9 cr. hrs.)
General Education Distribution Courses (36 cr. hrs.)
Organizational Leadership Required Courses (21 cr. hrs.)
Organizational Leadership Elective Courses (6 cr. hrs.)
Open Electives (52 cr. hrs.)

ORGANIZATIONAL LEADERSHIP REQUIREMENTS

IDS 201 Introduction to Leadership Concepts
IDS 202 Introduction to Leadership Behavior
IDS 301 Contemporary Issues in Leadership Studies
IDS 420 Topics in Leadership Studies
IDS 451 Readings in Leadership Studies
IDS 477 Internship in Leadership Studies
ELECTIVES

COURSES

IDS 201 Introduction to Leadership Concepts (3 credit hours)
This interdisciplinary course covers the basic concepts essential to the nature of leadership. Subjects include the conceptual background, theories, approaches, styles, and ethical issues in leadership research and thinking.

IDS 202 Introduction to Leadership Behavior (3 credit hours)
An interdisciplinary course designed to introduce the student to the tasks, strategies, and skills of effective leadership. Course activities will move the student from theory to the practical processes of leadership. Basic

concepts essential to personal skills development and organizational leadership behavior are included.

IDS 301 Contemporary Issues in Leadership Studies (3 credit hours)
This interdisciplinary course is designed to provide the student with the most up-to-date issues relating to the nature and tasks of leadership thinking. Subjects include total quality leadership, gender and diversity issues, servant leadership, and international dimensions.

IDS 420 Topics in Leadership Studies (3 credit hours)
Course provides an in-depth study of a particular topic in the study of leadership behavior.

IDS 451 Readings in Leadership Studies (3 credit hours)
Directed readings on a specific topic in leadership.

IDS 477 Internship in Leadership Studies (3 credit hours)
This course is designed for students in their final stage of the Leadership Studies program. Activities include practical experience in an organization that will allow a student to exercise, observe, and appreciate leadership behavior.

ELECTIVES (6 credit hours)
Students select two courses from an array of more than a dozen that have a strong organizational behavior theme.

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Leadership Studies Major

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Stand Alone

INTRODUCTION

The major in leadership studies is derived from the purpose of the Jepson School that was approved by the board of trustees in the fall semester of 1988 on recommendation of the university faculty and administration: "to educate for and about leadership." The structure and sequencing of the courses comprising the leadership studies major are designed to provide a study in depth experience of high quality patterned on the guidelines proposed by the Association of American Colleges in its report, *Integrity in the College Curriculum* (1985).

Educating about leadership requires classroom-centered courses that provide conceptual frameworks and an appropriate body of knowledge for understanding the study and practice of leadership. These courses draw upon the knowledge bases of several relevant disciplines. While in some cases there may appear to be overlap with the content of related courses taught in other schools and departments, each course in the leadership studies major will develop a multidisciplinary synthesis that contributes to building integrated frameworks for understanding the study and practice of leadership.

Educating for leadership requires experiential learning that takes the student from the classroom to relevant settings in order to practice and observe leadership. Learning directly from personal experience and vicariously through the experience of others are the primary means of enabling students to translate their knowledge into informed practice of connecting idea to action. In seminars that accompany each experiential learning requirement, students reflect on their experience and with the help of faculty, learn how to use their knowledge of leadership to improve their ability to serve as leaders. Academic credit is given for participation in the seminar that accompanies each experiential learning opportunity. Students will be required to produce substantial written work as part of the seminar experience and to participate actively in seminar discussions of theory and practice.

In order to ensure that it is a dynamic and evolutionary experience, the major will be assessed in a variety of ways on a systematic basis.

DESCRIPTION

The major in leadership studies consists of 37 credits, including a six-credit internship, a one-credit service learning experience, a three-credit senior project capstone, and nine other three-credit courses. The latter nine courses include the following: four required courses that cover basic concepts essential to the study of leadership in depth; two elective courses that cover the theory, research, and applications of basic leadership competencies; two elective courses that cover the nature and impact of different contexts in which leadership is exercised; and one elective course from a list of courses that provide breadth by covering selected issues in leadership studies. Students must complete LDSP 201, Foundations of Leadership Studies, before the start of their junior year or before taking any other leadership studies course. A possible Jepson major's course sequence would be as follows:

FRESHMAN OR SOPHOMORE YEAR

LDSP 201 Foundations of Leadership Studies

SOPHOMORE YEAR

LDSP 301 Critical Thinking and Methods of Inquiry

JUNIOR YEAR

Fall
LDSP 300 History and Theories of Leadership
LDSP Context Course
Two Electives
Spring
LDSP 370 Service Learning (1 cr. hr.)
LDSP 351 Leading Groups
LDSP Context Course
Two Electives

SENIOR YEAR

Fall
LDSP 350 Ethics and Leadership
LDSP 388 Internship
LDSP 300 or 400 Level Competency Course
Two Electives
Spring
LDSP 498 Senior Project
LDSP Selected Issues in Leadership Studies
LDSP 300 or 400 Level Competency Course
Two Electives

Students who major in leadership studies will also be required to complete a minor in either the School of Arts and Sciences or the E. Claiborne Robins School of Business.

INTEGRATED CURRICULAR THEMES

There are a number of important themes that arise in the study and practice of leadership today. These include, but are not necessarily limited to: 1) communication, 2) critical thinking, 3) values and imagination, and 4) social and individual differences. We have chosen to integrate these four themes into each course rather than develop separate courses that focus specifically and primarily on any one of them. Thus, each course syllabus describes how that course will include these four themes. Obviously, the Critical Thinking and Methods of Inquiry course will focus primarily on critical thinking, though it will also treat the other three themes as well. In addition, one or more of the four themes may be covered in depth in a Selected Topics course. We recognize, of course, that additional themes are important to leadership studies—e.g., gender, ethnicity, culture, global interdependence, technological developments, the environment, and others. While many of these are sub-themes of our four broad themes, some may not fit into neat thematic categories. With that in mind, we will remain open to exploring and discovering new themes and issues not treated in our curriculum and to making adjustments as the fundamentals of leadership study and practice evolve.

GOALS

Upon completion of the two-year curriculum, Jepson School graduates should be able to:

- Serve effectively in formal and informal leadership roles in a variety of settings.
- Help others exercise leadership and hold other leaders accountable.
- Develop cooperation and teamwork while inspiring commitment and trust.
- Combine knowledge with judgment and imagination to creatively solve problems with others.
- Apply the modes of inquiry and knowledge bases of many disciplines to the study and practice of leadership.
- Think critically about leadership knowledge and practice.
- Exercise moral judgment, imagination, and courage in the practice of leadership.

- Imagine worthwhile visions of the future and inspire others to join in bringing about change when desirable or necessary.
- Continue their development as leaders by self-directed learning.

REQUIREMENTS

PREREQUISITE (3 credits)

LDSP 201 Foundations of Leadership Studies

MAJOR (37 credits)

CORE COURSES (12 credits)

LDSP 300 History and Theories of Leadership
LDSP 301 Critical Thinking and Methods of Inquiry
LDSP 350 Ethics and Leadership
LDSP 351 Leading Groups

INTEGRATIVE/EXPERIENTIAL (10 credits)

LDSP 370 Service Learning (1 cr. hr.)
LDSP 488 Internship (6 cr. hrs.)
LDSP 498 Senior Project (3 cr. hrs.)

ELECTIVES (15 credits)

Competencies (6 credits minimum)
LDSP 352 Decision Making for Leaders
LDSP 353 Leadership and Motivation
LDSP 354 Conflict Resolution
LDSP 355 Leading Individuals
LDSP 356 Leading Change
LDSP 357 Analyzing and Making Policy
LDSP 358 Communicating and Leading

Contexts (6 credits minimum)
LDSP 302 Leadership in Organizations
LDSP 303 Leadership in Political Contexts
LDSP 304 Leadership in Social Movements
LDSP 305 Leadership in Community and Volunteer Organizations
LDSP 306 Leadership in Cultural and Historical Contexts
LDSP 307 Leadership in International Contexts

Selected Issues in Leadership Studies
LDSP 390—Special Topics Course
LDSP 392—Leadership Study Abroad
LDSP 491—Independent Study (A: Research; B: Readings)

TOTAL—40 credits

COURSES

INTRODUCTORY

LDSP 201 Foundations of Leadership Studies (3 semester hours)
Introduction to the history and theory of leadership, to critical thinking and methods of inquiry as they bear on the subject of leadership, to the ethics of leadership, to basic leadership competencies, to relevant leadership contexts, and to leading groups and individuals.

CORE

300 History and Theories of Leadership (3 semester hours)
Analysis of historical concepts and contemporary theories of leadership. Emphasis on application of theoretical concepts to actual leadership situations.

301 Critical Thinking and Methods of Inquiry (3 semester hours)
Examination of knowledge and research as they pertain to leadership. Analysis of scientific methodology and logic, language and interpretation, and their influence on the study and practice of leadership.

350 Ethics and Leadership (3 semester hours)
A study of how moral values and assumptions shape the concept and practice of leadership. Includes the role of values in determining the moral obligations of leaders and followers, in shaping moral environments, and in policy-making and vision.

351 Leading Groups (3 semester hours)
Group theory, concepts, research, and principles of application. Understanding how groups function. Development of skills necessary to lead and work effectively in groups through group exercises, computer simulation, and experiential learning.

COMPETENCIES

352 Decision Making for Leaders (3 semester hours)
Description and analysis of decision-making theories, models, and techniques. Creative problem-solving, assessment of types and sources of information, group versus individual decision-making, the effects of values on leaders' decisions.

353 Leadership and Motivation* (3 semester hours)
Examination and evaluation of theories of human motivation as they apply to leadership. Application of motivation principles to leadership situations through case analysis, simulation, and role play. Analysis of concepts of needs theory, reinforcement theory, and cognitive theory of motivation in specific contextual settings.

354 Conflict Resolution* (3 semester hours)
Understanding principles and dynamics of achieving workable unity. Discussion of negotiating techniques and ethical issues related to use of such techniques by leaders. Use of simulations and exercises to practice skills for resolving conflicts.

355 Leading Individuals (3 semester hours)
Study of individual differences in moral, cognitive, and social development with particular emphasis on young adulthood. Effects of individual differences such as gender, race, ethnicity on leaders and followers. Examination of attitudes, values, and beliefs as variables in leadership development.

356 Leading Change (3 semester hours)
Study of types of change, including moral, cognitive/intellectual, social, cultural, and aesthetic. Focus on the leader's ability to envision and implement change and how different contexts shape that ability.

357 Analyzing and Making Policy (3 semester hours)
Examination of leadership in analysis of, making, and conduct of policy. Analysis of choices, roles, and moral dimensions involved in cycles of policy. Comparison of policy-making and leadership in different contexts.

358 Communicating and Leading* (3 semester hours)
Explores the characteristics of competent leadership communication (in terms of both knowledge and skills) in a variety of situations, including dyadic, group, organizational, and extra-organizational contexts. Stresses the interdependence of leader-follower communication and the roles and functions of messages and message activity (e.g., message sending, interpreting, creating, and storing) in the leadership process.

CONTEXTS

302 Leadership in Organizations (3 semester hours)
Focus on leadership theory and research within and across formal organizational settings, such as public/private, profit/nonprofit, professional/nonprofessional, and unitary/multidivisional. Examination of rational, natural, and open systems and how leadership differs in each system.

303 Leadership in Political Contexts* (3 semester hours)
Informal and formal processes by which power and authority are exercised and leadership is selected within a political system in various settings. Examination of leadership in basic processes and institutions of government through case study of legislative issues.

304 Leadership in Social Movements* (3 semester hours)
Exploration of history of leadership in social movements. Comparison and contrast of forms, mechanisms, and practices of leadership in various stages of a social movement. Examination of values of leaders as expressed through stories of ordinary people involved in leadership in social movements.

305 Leadership in Community and Volunteer Organizations (3 semester hours)
Examination of leadership in nonprofit organizations ranging from United Way to small neighborhood associations. Differentiation of leadership roles within organizations by structure, size, membership, and mission. Examination of responsibility for leadership as it pertains to voluntary organizations.

306 Leadership in Cultural and Historical Contexts (3 semester hours)
Analysis of impact of larger contextual factors on the process of leadership. Exploration of role of long-term social, political, economic, and intellectual forces, as well as the influence of cultural norms and values. Emphasis on application to actual leadership situations.

307 Leadership in International Contexts* (3 semester hours)
Comparative study of leadership in other cultures and in cross-cultural organizations. Topics include: cultural and ethical influences on leadership, the relationship between leaders and followers in other cultures, and the problems of cross-cultural leadership.

SELECTED ISSUES IN LEADERSHIP STUDIES

390 Special Topics Course (3 semester hours)
Topics developed by Jepson School faculty, visiting faculty, or faculty in other schools that address particular issues in leadership. Examples may include: Gender and Leadership, Entrepreneurial Leadership, and Leadership in Non-Western Cultures.

392 Leadership Study Abroad (3 semester hours)
Focus on leadership issues in a global environment while traveling abroad. Examples include examination of the role of national and international leaders in policy processes of the European Commission.

491 Independent Study (A: Research; B: Readings)
Special projects pursued individually under supervision of a faculty member. Prerequisite: Permission by faculty.

INTEGRATIVE/EXPERIENTIAL

370 Service Learning (1 semester hour)
Exploration of leadership as service to society in a variety of community service settings. Relating theories and principles of leadership to practice through concrete, specific tasks representing service to a population in need. Accompanied by weekly seminar. Majors only.

488 Internship (6 credit hours)
Applied experience in field of leadership studies. Observations of leader in governmental, corporate, or nonprofit settings accompanied by weekly seminar. Majors only.

498 Senior Project* (3 credit hours)
Special project designed by student to address a particular leadership issue. Weekly seminar explores integration of the theory and practice of leadership. A capstone experience for majors only.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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DEGREE PROGRAMS – UNDERGRADUATE MINORS

These undergraduate leadership minors support specialized areas of study with a liberal arts perspective or support interdisciplinary studies with focused theory and application.

CONTENTS

METHODIST COLLEGE 60
Leadership Minor
A program that supplements a high-quality liberal arts education and careful training in the student's chosen academic major.

MOUNT ST. MARY'S COLLEGE 61
Leadership Studies Minor
A minor designed to provide students with an in-depth understanding and practice of leadership as it relates to women.

UNIVERSITY OF DENVER 62
Pioneer Leadership Program
A program that promotes social responsibility and citizenship in a service-oriented atmosphere, emphasizing the development of community leaders.

UNIVERSITY OF NEBRASKA–LINCOLN 65
Minor in Leadership and Communication
A minor that provides focused coursework that strengthens a student's employment base by helping build leadership and communication skills.

UNIVERSITY OF TEXAS–PERMIAN BASIN 66
Leadership Studies Minor
A course of study that explores the historical and current characteristics and content of leadership.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY 67
Leadership Minor
A design that is based on the premise that leaders are most effective when they are morally sound, broadly educated, competent in their fields of expertise, and physically prepared for the demands of leadership.

WESTMINSTER COLLEGE 69
Leadership Studies Minor
A minor that will help students reach a better understanding of both practical and theoretical aspects of leadership.

WILMINGTON COLLEGE 70
Leadership Minor
A minor that attempts to give students an academic grounding in leadership skills.

Methodist College

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Leadership Minor

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Stand Alone

INTRODUCTION

With your leadership minor and portfolio, you stand out to prospective employers and graduate schools. You can demonstrate your training to be a productive member of any organization from the first day of employment. At Methodist College, leadership training supplements a high-quality liberal arts education and careful training in the student's chosen academic major.

OBJECTIVES

- Develop individual leadership skills.
- Promote democratic and civic values.
- Inspire ethical behavior.
- Instill personal confidence.

CURRICULUM

Introduction to Leadership (2 semester hours)
This journey of self-development of their own leadership potential and abilities enables students to clarify their goals. Students study and model characteristics of personal effectiveness as a prerequisite for leadership success. They assess their individual leadership style and use this knowledge in group activities. The course also emphasizes leadership responsibility to one's community. Open to all students.

Issues in Contemporary Leadership (3 semester hours)
Explores the nature of citizenship and individual commitment. Readings address contemporary political, economic, ethical, and social issues, as well as different leadership styles. Using case studies, the course emphasizes the world today and asks ethical questions with practical implications for leaders. Open to all students.

Theories and Techniques of Leadership (3 semester hours)
Examines various theories and models of leadership and their practical application to different organizations and settings. The course addresses the structure of organizations and the styles of leadership effective in different situations. Students learn practical skills such as group process, problem solving, conflict resolution and negotiation, team building, and effective presentation skills. Students engage in campus activities in a leadership role. Designed to provide leadership practice and confidence. Open to all students.

Senior Internship Experience (3 or 6 semester hours)
Intern in a government agency, nonprofit organization, or business to gain leadership and professional experience, with mentoring from an on-site leader and a faculty sponsor. Open only to students minoring in leadership studies.

Module of Electives Requirement (9 semester hours) (ROTC students, 6 semester hours)
Module elective choices must be approved by the program coordinator. Available modules are: Management, Communications, and Civic Topics Responsibility.

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Mount St. Mary's College

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Leadership Studies Minor

Educational Level: Undergraduate
Department: Leadership Program
Format: For-credit
Stand Alone

INTRODUCTION

The Leadership Studies minor is designed to provide students with an in-depth understanding and practice of leadership as it relates to women. Students with a Leadership Studies minor arrange a plan of study with the director of the Leadership Program.

The study of leadership includes descriptive, functional, and policy components:

- The descriptive component focuses upon who is the leader in a variety of contexts. This component utilizes history, biographies, self-assessment, literary models, and cross-cultural studies.
- The functional/operational component focuses on how one leads more effectively. This component reviews leadership styles and organizational behavior while developing specific personal skills in students.
- The policy component focuses upon social change theories and strategies, values of leadership, and specific analysis of policies and issues affecting society.

RECOMMENDATIONS AND PREPARATION

ENG 18 Studies in World Literature (3 cr. hrs.)
ENG 25 Myth Making: The Quest for Meaning (3 cr. hrs.)
ENG 54 Studies in American Literature (3 cr. hrs.)
HIS 5H European Leaders and Ideas (3 cr. hrs.)
HIS 171 U.S.: Revolutionaries and Constitutionalists (3 cr. hrs.)
HIS 173 U.S.: Civil War and Reconstruction (3 cr. hrs.)
PHI 21 Moral Values (3 cr. hrs.)
POL 1 American Government (3 cr. hrs.)
POL 171H Presidents and Personalities (3 cr. hrs.)
POL 192 Plays and Politics (3 cr. hrs.)
PSY 1 General Psychology (3 cr. hrs.)

REQUIREMENTS

A minimum of 19 credit hours taken from the following areas or approved substitutes:

Leadership Theory and Skill Building
SSC 16A Introduction to Leadership (1 cr. hr.)
PSY 2 Psychology of Communication (2 cr. hrs.)
SSC 16B Leadership Skill Building (1 cr. hr.)
SPE 12 Business and Professional Communication (1 cr. hr.)
SSC 100 Leadership Fieldwork (3 cr. hrs.)
SSC 125 Leadership Studies Seminar (3 cr. hrs.)

Policy Analysis
BUS 192 Business Policy (3 cr. hrs.)
PHI 170 Social and Political Philosophy (3 cr. hrs.)
POL 135 Selected Problems in International Organizations (3 cr. hrs.)
SOC 112 Contemporary Social Issues (3 cr. hrs.)
PTH 162 Administration and Supervision of Physical Therapy (3 cr. hrs.)
SOC 161 Dynamics of Majority-Minority Relations (3 cr. hrs.)

Organizational Behavior/Social Change Theory
BUS 184 Organizational Behavior (3 cr. hrs.)
or
POL 187 Organizational Theory and Government Management (3 cr. hrs.)
SOC 190 Social Change (3 cr. hrs.)
NUR 182 Leadership/Management in Nursing (3 cr. hrs.)

DESCRIPTIONS

SSC 16A Leadership Seminar I (1 credit hour)
An introduction to the theory and issues of leadership, with particular emphasis on the application of these principles to women in higher education.

SSC 16B Leadership Seminar II (1 credit hour)
An introduction to the theory and issues of leadership, with particular emphasis on the application of these principles to women in higher education.

SSC 16C Leadership, Women, and the Workplace (1 credit hour)
This seminar will analyze the role of women within the American workplace through review of demographic and labor statistics, current legislation, and case studies. Issues affecting women working outside of the home will be discussed with guest facilitators from diverse careers.

SSC 16H Self and Innovative Society: Honors Leadership (1 credit hour)
Seminar exploring interconnections among self, creativity, and leadership from developmental and political perspectives. Teamwork and decision-making skills emphasized through a leadership project.

SSC 100 Leadership Fieldwork (1 credit hour)
Experience-oriented course enabling the student's observation and application of the principles of leadership. Weekly seminar includes integrating fieldwork with theories and models of community leadership. Enrollment with the consent of the Director of Women's Leadership Program.

SSC 116C Advanced Leadership Seminar III (1 credit hour)
A seminar focusing upon problem solving through case studies with professionals in business, public service, law, and medicine. Particular attention is devoted to practical application of leadership skills.

SSC 125 Leadership Studies Seminar (3 credit hours)
A critical examination of four themes of leadership: the leadership context, strategy for change, emerging styles of leadership, and future vision/current values of particular leaders. A special focus will be on the role of women as leader and follower within organizations and society.

SSC 190 Leadership Practicum (1-3 credit hours)
Experience-oriented course designed to enable the student to apply the principles of leadership in real-life settings. Course includes a weekly seminar oriented toward integrating experiences with theory. Seniors are required to enroll in the practicum concurrently with course(s) in management, public administration, organizational behavior, and/or group dynamics. *Prerequisite: Consent of the instructor.*

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University of Denver

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Pioneer Leadership Program (PLP)

Educational Level: Undergraduate
Department: Multidisciplinary
Format: Curricular and cocurricular residential program
Stand Alone

DESCRIPTION

The Pioneer Leadership Program (PLP) at the University of Denver is a residential, multidisciplinary, cocurricular program leading to an academic minor in leadership studies. The program's faculty come from the College of Education, the Daniels College of Business, and the human communication studies department, with guest faculty available from all disciplines. Twenty-four credit hours are taken over four years. In the first two years, students complete 12 hours in PLP-sponsored courses. The remaining hours are completed from a selection of courses available in the arts, humanities, and social sciences, or from internships. It is projected that a capstone course emphasizing leadership and ethics will be developed by the Daniels College of Business for the senior year.

The PLP promotes social responsibility and citizenship in a service-oriented program emphasizing the development of community leaders. Students in this program come to understand that the final years of this century have brought society to a time of societal gridlock in which interest groups with specific missions supersede the needs of the group, and that the politics of advocacy create a climate of polarization and culture of individualism. Students in this program explore diversity, multicultural, and complex problems requiring the initiation of collaborative process. Civic involvement, social consciousness, and the gaining and practice of leadership skills engraved with integrity and ethical processes are the objectives of this program.

FIRST YEAR

In the first year, PLP students live together on one floor in the dormitory and study in a classroom in the same dorm. The focus is on learning to trust one another; gaining teamwork skills; assimilation into the campus environment, including risking leadership in campus activities; and developing a connection to the community for service. Academic topics in this year include exploration of leadership research, self as a leader, and leading teams. Cocurricular experiences that reinforce leadership topics include: retreats, workshops, leader dinners, a variety of community service projects, and social activities. These have included:

- A fall retreat, using Outward Bound courses, into the Colorado Mountains for the entire student population.
- A spring retreat for the entire student population, using a local canyon as a case study, investigating water rights as well as the flora and fauna of this valuable piece of geography on mountain bikes, accompanied by a biology professor and water commissioner.
- Two-hour workshops on such topics as time management, wellness, or college romance.
- Leader dinners at which a leader joins the students for "dorm food" in an informal setting so that the students may experience the leader. Visitors have included CEOs, members of Congress, members of Parliament, nonprofit leaders, military personnel, and celebrities in the arts.
- Student-generated projects have included a PLP Formal that raised $1,400 for the Children's Museum, a computer class for the parents of students for whom PLP students serve as mentors, and a project for recycling of college textbooks into local high school libraries.

SECOND YEAR

The sophomore year focuses on the community. In the fall, the academic emphasis is on learning and practicing the collaborative model of leadership, and beginning one's service in volunteer hours. Winter and spring quarters focus on group dynamics and ethics. Students are encouraged to reflect, to focus on moral dilemmas and values, and to consider lifestyle choices that will represent their own values. Service learning is promoted by specific faculty with heightened social consciousness and an exploration of citizenship in mind.

THIRD YEAR

PLP students are encouraged to complete a Study Abroad experience in their junior year. A number of study abroad/service learning experiences, including work in Bosnian refugee camps, and a spring break trip to a Mexican village to help complete a rehab center for recovering addicts, are being developed at the University of Denver.

PLP students will be community leaders once they have completed their course of study for their careers. They will be leaders in their professional pursuits but also will be those citizens who respond to community needs and challenges, will be willing to run for political office, and will risk speaking out for change.

COURSES

FIRST YEAR COURSES

EDUC 2017 The Leadership Process (2 credits)
This course introduces the student to the historically relevant and significant theories, concepts, and accumulated body of knowledge about leadership within the framework of "leader, follower, and situation." A variety of writings introduce the concept of leadership as being different from management, and as a determiner of culture, meaning, and organizational effectiveness. The role of leader is explored as a source or conduit of power and influence, in the context of moral dilemma and ethical choice-making, and as part of a process in which responsibility and opportunity for both personal and organizational growth exist. Faculty lead students in discussion and exercises that address such topics as social exchange theory; transactional, transformational, and charismatic leadership; and gender and cross-cultural differences in leadership.

Contingency theories and situational leadership are investigated; task and relationship characteristics in effective leadership are highlighted; and partnering, distributive, and participative leadership research are explored in case studies. A beginning investigation into leadership skills and effective communication competencies is undertaken with role-playing, and through film, video, and literature. Finally, the changing conditions of leadership in a global context are identified, as are the current methodologies for assessing leadership impacts. Students use the textbook *Leadership: Enhancing the Lessons of Experience* (1993) by Hughes, Ginnett, and Curphy. Additional readings are distributed in class. Evaluation is based on midterm and final exams, quizzes, and other assignments. Credit is given for attendance and class participation, as well as for written reports of special events, such as political debates, special lectures, seminars, films, videos, and special readings.

EDUC 2018 Self in the Leadership Process (2 credits)
This course focuses on the attitudes, values, and interpersonal behaviors that are associated with leadership effectiveness. Students address leadership myths and begin to develop awareness of their own biases, perceptual distortions, and reactions to others. The strong experiential base of this course addresses the development of personal values, interpersonal styles, conflict management styles, giving and receiving feedback, self-reflection, and the establishment of

active listening habits as it affects empathy. The nature of interpersonal and group trust is explored, as are empowerment, the nature of commitment, and various communication processes.

An introductory exploration of the nature of communication in small groups connects the student's growing understanding of his or her communication preferences and styles with function within the group. This course includes the students' participation in self-assessment tools, including the Campbell Interest and Skills Survey®, the Myers-Briggs Type Indicator®, the Interpersonal Impact Survey®, and the Leadership Skills Survey®. Feedback is provided to students in one-and-one-half to three-hour sessions outside of the classroom with a graduate research assistant from the counseling psychology department. Textbooks include *Learning to Lead: A Workbook on Becoming a Leader* (1994) by Bennis and Goldsmith, and *Democracy in Small Groups: Participation, Decision Making, and Communication* (1993) by Gastil. Evaluation is based on completion of class assignments, as well as a final paper assessing self as a leader, using feedback provided and theories and concepts presented in class. Attendance and class participation are also used for credit.

EDUC 2019 Leading Teams (2 credits)
This course addresses the linkages between leadership and teams, team functions, and the contexts in which teams work. An historical look at the changing definitions of leadership assists students in their understanding of the importance placed on team leadership. Teamwork in corporate, nonprofit, and governmental settings focuses the student on teamwork principles at work. Larson and LaFasto's eight dimensions for effective teamwork are examined in depth, as are the creation of vision, setting of goals, and the importance of team culture and identity.

Team-building concepts such as cohesiveness, synergy, norms and standards, performance expectations, and principled leadership are also covered. Through the use of case studies, role-playing, videos, films, field trips, and guest speakers, students are introduced to responsibilities of leadership such as motivation, coaching, mentoring, provision of performance feedback, and conflict management. Elementary ideas around the topic of community leadership are introduced in preparation for sophomore classes. Class assignments include reading a variety of articles, as well as assignments in the texts, *Contemporary Issues in Leadership* (1993) by Rosenbach and Taylor, and *Teamwork: What Must Go Right/What Can Go Wrong* (1989) by Larson and LaFasto. Students are evaluated on a midterm examination, participation in a team project, and class participation and attendance.

SECOND YEAR COURSES

HCOM 2120 Collaborative Leadership (4 credits)
This course begins with an analysis of the major leadership trends in contemporary American society. The withdrawal from civic engagement and the growth of collaborative problem solving are discussed in detail. Recent research on collaborative problem solving and the characteristics of successful citizen initiatives is covered. New models of leadership that have been advanced to explain the changing strategies for dealing with major social problems are discussed. The skills associated with collaborative leadership are illustrated and analyzed in both lectures and exercises. Students are organized into project groups and are required to create a collaborative process for achieving a significant goal that addresses a social problem or issue important to them. Student performance is evaluated on the basis of a midterm exam, a final paper, and the group project as reported in a final class presentation. Class attendance and participation are considered in evaluating student performance. The text used is *Collaborative Leadership* (1994) by Chrislip and Larson. Additional readings are assigned and significant community leaders make presentations in class.

HCOM 2150 Understanding Groups (2 credits)
This course is designed to introduce students to a variety of problem-solving formats and to theory and research on group dynamics, the assumption being that much of their future leadership experiences will occur in the small-group setting. Through a series of focused activities and exercises, students are exposed to strategies for developing group norms, the management of information and resources within groups, critical-thinking skills, and group decision-making processes. The role of conflict within the group is examined carefully. Groupthink is defined and symptoms identified, and students are encouraged to express disagreement in a constructive manner. This course and the next occur in conjunction with a 20-hour-per-quarter service learning component involving volunteer work at any one of several sites. Every third class meeting involves debriefing of those experiences, discussion of group principles as students are experiencing them, and discussing strategies for dealing with problems. Students participate in developing a service-related project that aides a community. A final presentation of that project and a final paper assessing one's role in the project group are the bases for evaluating student performance in the class.

HCOM 2160 Social Responsibility in the Community (2 credits)
This course examines in detail a dimension of leadership that emerged from the work of Kouzes and Posner and is increasingly recognized as an important component of contemporary leadership development programs. This

dimension, "encouraging the heart," is explored in the context of the moral, ethical, and social responsibilities of leadership. The values that leaders hold and that they share with their associates at work and in their communities are reflected in their visions and their practices. The moral assumptions made by leaders impact the norms and activities of their organizations. The course examines materials, including novels, films, and presentations by community leaders, that promote the belief that individuals are capable of impacting fundamental social problems. The texts used are *The Servant as Leader* (1988) by Robert Greenleaf, and *The Call of Service* (1993) by Robert Coles. Additional readings are assigned. Student performance is evaluated on the basis of two written and one oral report.

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University of Nebraska–Lincoln

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Minor in Leadership and Communication

Educational Level: Undergraduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

INTRODUCTION

Studies of organizations show the two most important characteristics employers associate with success are communication and interpersonal skills. Employers want to hire competent, technical professionals who are also strong leaders, effective communicators, and top-notch "people persons." The Leadership and Communication minor provides focused coursework that strengthens your employability base by helping you build leadership and communication skills. These leadership/communication development courses are appropriate for students from every UNL college.

REQUIREMENTS

18-HOUR MINOR

The 18-hour minor includes upper and lower division courses.

Required Courses (3 credit hours each)
ALEC 102 Interpersonal Skills for Leadership*
ALEC 202 Leadership Development in Small Groups and Teams*
ALEC 300 Technical Communication II
ALEC 305 Presentation Strategies for Agricultural Audiences

Elective Courses (3 credit hours each)
ALEC 202 Technical Communication I
ALEC 302 Effective Leadership in Organizations
ALEC 337 Instructional Internship in Leadership Development
ALEC 380 The Dynamics of Agricultural Journalism
ALEC 388 Ethics in Agriculture and Natural Resources

12-HOUR MINOR

The 12-hour minor concentrates on these upper-level courses.

Required Courses (3 credit hours each)
ALEC 300 Technical Communication II
ALEC 302 Effective Leadership in Organizations
ALEC 305 Presentation Strategies for Agricultural Audiences

Elective Courses (3 credit hours each)
ALEC 337 Instructional Internship in Leadership Development
ALEC 380 The Dynamics of Agricultural Journalism
ALEC 388 Ethics in Agriculture and Natural Resources

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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University of Texas–Permian Basin

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Leadership Studies Minor

Educational Level: Undergraduate
Department: Humanities
Format: For-credit
Stand Alone

INTRODUCTION

The Leadership Studies Minor offers the student a course of study that explores the historical and current characteristics and content of leadership.

REQUIREMENTS

Four courses (12 credit hours) are required: LEAD 101, HIST 439, HIST 458, and PLSC 454. Students must take an additional six credit hours from among the academic fields offering classes for this minor.

COURSES

CRIMINOLOGY
CRIM 340 Criminal Justice Administration
Administrative problems and their solutions in correctional and law enforcement programs.

ENGLISH
ENG 469 Studies in a Major Author
Works of a major author in American, British, or world literature. As appropriate, consult the English department on specific topics. Not all 469 courses will be included in the Leadership Minor. Age of Johnson and Shakespeare's Histories are two courses that are specifically recommended.

HISTORY
HIST 439 Studies in World History
Reading, research, and discussion devoted to selected topics in world history. Under this heading, two courses are recommended: Mexican-American Leadership and History of Leadership.

HIST 447 Twentieth-Century America to 1941
Political, economic, and social domestic affairs contributing to the 20th-century development of industrial, urban America through the New Deal.

HIST 448 Twentieth-Century America Since 1941
Political, economic, and social domestic affairs contributing to the 20th-century development of industrial, urban America since World War II.

HIST 458 National Leadership in the Dilemma of Democracy
Readings, discussions, and research on the nature of leadership and its ramifications for American life.

HIST 468 Business in Modern America
Modern practice and theory; the role of the entrepreneur and governmental regulation since the Civil War.

LEADERSHIP
LEAD 101 Overview of Leadership Theory
Introduction to leadership as a driving force in history; study major leaders through biographical histories.

MANAGEMENT
MNGT 310 Management Concepts and Organizational Theory
Fundamental concepts of management including principles of administration, modern organization theory, goal setting, leadership, and decision making.

POLITICAL SCIENCE
PLSC 433 Women in Politics
Traces the development of women as political leaders and analyzes the impact on the American political system today.

PLSC 454 The American Presidency
An examination of the evolution of the modern presidency in the 20th century and the duties, powers, and problems of that institution today.

SOCIOLOGY
SOC 340 Political Sociology
The course examines basic concepts, theories, and empirical studies to broaden knowledge of polity. Attention is given to developing an understanding of grassroots political activism and how small groups can influence broader political change.

SOC 415 Sociology of Organizations
The focus of the course is on the role and evolution of organizations in social life. Among the topics of analysis are the conditions under which organizations are created, grown, establish relations with other aspects of their environments, adopt tactics for survival, and how they fail.

* * *

Virginia Polytechnic Institute and State University

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Leadership Minor

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Stand Alone

INTRODUCTION

The American business sector, our institutions of higher education, and the nation as a whole are recognizing the value of leadership education and the need for leader development programs. The competitive, global marketplace of today now demands a high standard of leadership. Virginia Tech is proud to announce the granting of academic recognition for the leader development program through the leadership minor. Leadership, both a science and an art, must be studied and practiced. The Virginia Tech Corps of Cadets (VTCC) provides college men and women an opportunity to develop the essential attributes of quality leadership. The design of the leader development program is based on the premise that leaders are most effective when they are morally sound, broadly educated, competent in their fields of expertise, and physically prepared for the demands of leadership. These key dimensions are provided for in the VTCC by requiring cadets to negotiate a progressively challenging sequence of leadership experiences, with the opportunity to learn and practice, and to receive evaluations of performance. In concert with the Department of Military Science, the Department of Naval Science, and the Department of Aerospace Studies, cadets are immersed in our leader development environment for four years. Relevant coursework in leadership knowledge and skills guides students to learn the science of leadership in the classroom while practicing the art of leadership outside the classroom.

COMPONENTS

- Ethics education
- The Corps Distinguished Lecture Series
- Leadership performance and evaluation
- Physical conditioning and testing
- New cadet accession (Cadre Week)

ENRICHMENT AREAS

Physical Development
- Intramural Player (fall or spring)
- Intramural Coach (fall or spring)
- Ranger Challenge (fall, Army only)
- Iron Man Competition (spring)
- Marine Raiders Platoon

Professional Development
- Color Guard
- Company or Class Honor Representative
- Gregory Guard
- Honor Court Member
- Regimental Band
- Skipper Crew
- Society of American Military Engineers

Military Development
- Army, Navy, or Air Force ROTC
- Ranger Company
- Arnold Air Society
- Blue and Gold Society
- Submarine Society
- Semper Fidelis Society

REQUIREMENTS

Three academic tracks are offered toward the award of the academic minor in leadership: the Military Track, the Civic-Professions Track, and the Military/Civic-Professions Track.

Military Track
- Satisfactory completion of the Leadership Progression within the Virginia Tech Corps of Cadets.
- Satisfactory completion of the 1000-2000 level coursework within the basic program of the respective military department (Army, Navy, or Air Force).

- Satisfactory completion of the Advanced Summer Leadership Practicum and Evaluation conducted by the Army, Navy, or Air Force.
- Satisfactory completion of the Advanced Program (3000-4000 level courses) within the curricula of the respective military department (Army, Navy, or Air Force).

DEPARTMENT OF MILITARY SCIENCE (MS)

MS 1005 Introduction to Leadership and the Army (1 cr. hr.)
MS 1006 Developing Leader Skills I (1 cr. hr.)
MS 2005 Leadership Styles—Theory and Application (1 cr. hr.)
MS 2006 Developing Leader Skills II (1 cr. hr.)
MS 3005 Leading Small Organizations (3 cr. hrs.)
MS 3006 Developing Leader Skills III (3 cr. hrs.)
Summer Leadership Practicum (6 weeks)
MS 4005 Leadership Challenges and Organizational Goal Setting (3 cr. hrs.)
MS 4006 Transition to Officership (3 cr. hrs.)
MS 4964 Field Study (2 cr. hrs.)

DEPARTMENT OF NAVAL SCIENCE (MN)

MN 1005 Introduction to Naval Science (3 cr. hrs.)
MN 2104 Seapower and Maritime Affairs (3 cr. hrs.)
MN 1104 Naval Ships Systems I (3 cr. hrs.)
MN 2004 Naval Ships Systems II (3 cr. hrs.)
MN 3005 Navigation I (3 cr. hrs.)
MN 3006 Navigation II (3 cr. hrs.)
Summer Leadership Practicum (6 weeks)
MN 4005 Leadership and Management I (3 cr. hrs.)
MN 4006 Leadership and Management II (3 cr. hrs.)

FOR MARINE OPTION STUDENTS

MN 3204 Evolution of Warfare (required in lieu of MN 3005-3006)
MN 4204 Amphibious Warfare (required in lieu of MN 4005)

DEPARTMENT OF AEROSPACE STUDIES (AS)

AS 1115 Introduction to the Air Force and Leadership I (1 cr. hr.)
AS 1116 Introduction to the Air Force and Leadership II (1 cr. hr.)
AS 2115 History of Air Force and Leadership and Air Power I (1 cr. hr.)
AS 2116 History of Air Force and Leadership and Air Power II (1 cr. hr.)
Summer Leadership Practicum (6 weeks)
AS 3215 Leadership and Management I (3 cr. hrs.)
AS 3216 Leadership and Management II (3 cr. hrs.)
AS 4215 Leadership Challenges and National Security Policy I (3 cr. hrs.)
AS 4216 Leadership Challenges and National Security Policy II (3 cr. hrs.)
AS 4964 Field Study (2 cr. hrs.)

Civic-Professions Track

- Satisfactory completion of the Leadership Progression within the Virginia Tech Corps of Cadets.
- 24 semester hours of coursework selected from the list of courses below, with no more than nine hours in any one area.

COMMUNICATION STUDIES

2004 Public Speaking (3 cr. hrs.)
3124 Interpersonal Communication (3 cr. hrs.)
3134 Argumentation and Decision Making (3 cr. hrs.)
4064 Persuasion (3 cr. hrs.)
4074 Organizational Communication (3 cr. hrs.)

POLITICAL SCIENCE

1014-1024 Introduction to Government and Politics (3 cr. hrs.)
3224 Public Opinion (3 cr. hrs.)
3244 Political Communication (3 cr. hrs.)
3264 Interest Groups (3 cr. hrs.)
3274 Political Parties (3 cr. hrs.)
3415-3416 Public Administration (3 cr. hrs.)
3424 State and Local Government (3 cr. hrs.)
3715-3716 Public Policy (3 cr. hrs.)

PSYCHOLOGY

2004 Introduction to Psychology (3 cr. hrs.)
2054 Psychology of Personality (3 cr. hrs.)
2084 Social Psychology (3 cr. hrs.)
3014 Abnormal Psychology (3 cr. hrs.)
3044 Behavior Modification (3 cr. hrs.)
4024 Industrial and Organizational Psychology (3 cr. hrs.)

SOCIOLOGY

1004 Introduction to Sociology (3 cr. hrs.)
2004 Social Organization and Social Problems (3 cr. hrs.)
2024 Minority Group Relations (3 cr. hrs.)
2714 Community Organization and Leadership (3 cr. hrs.)
3004 Social Organization and Stratification (3 cr. hrs.)
3014 Gender Relations (3 cr. hrs.)
3604 Work in Modern Society (3 cr. hrs.)
4304 Small Groups (3 cr. hrs.)
4604 Organization of the Workplace (3 cr. hrs.)

MANAGEMENT (College of Business)

1004 Introduction to Business (3 cr. hrs.)
3304 Management Theory and Practice (3 cr. hrs.)
3324 Organizational Behavior (3 cr. hrs.)
3334 Personnel Administration (3 cr. hrs.)
3344 Labor Relations (3 cr. hrs.)
3454 Small Business Management Theory and Entrepreneurship (3 cr. hrs.)
4324 Business and Professional Ethics (3 cr. hrs.)

4344 Managerial Applications (3 cr. hrs.)
4374 Organizational Theory and Design (3 cr. hrs.)

Combination Military and Civic-Professions Track

- Satisfactory completion of the Leadership Progression within the Virginia Tech Corps of Cadets.
- Satisfactory completion of up to 12 credit hours within the basic or advanced program of the Departments of Military and Naval Sciences or the Department of Aerospace Studies.
- The remaining coursework (a minimum of 12 credit hours and a maximum of 24 credit hours) to be selected from the course list below.

COMMUNICATION STUDIES
Communication Studies course selections are the same as for the Civic-Professions Track.

POLITICAL SCIENCE
Political Science Studies course selections are the same as for the Civic-Professions Track.

PSYCHOLOGY
Psychology course selections are the same as for the Civic-Professions Track.

SOCIOLOGY
Sociology course selections are the same as for the Civic-Professions Track.

MANAGEMENT (College of Business)
Management course selections are the same as for the Civic-Professions Track.

DEPARTMENT OF MILITARY SCIENCE (MS)
Department of Military Science course selections are the same as for the Military Track.

DEPARTMENT OF NAVAL SCIENCE (MN)
Department of Naval Science course selections are the same as for the Military Track.

FOR MARINE OPTION STUDENTS
Marine Option Students course selections are the same as for the Military Track.

DEPARTMENT OF AEROSPACE STUDIES (AS)
Department of Aerospace Studies course selections are the same as for the Military Track.

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Westminster College

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Leadership Studies Minor

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Stand Alone

INTRODUCTION

Leadership Studies (LST) is a growing interdisciplinary field in American higher education. Drawing from a core liberal-arts tradition, Leadership Studies programs, at bachelor degree and minor levels, are a defining part of liberal-arts education today. Leadership Studies programs teach students about skills needed in order to lead in the global economy and complex social and political contexts that citizens of the 21st century face. The Leadership Studies minor focuses on ethics and leadership; historical, political, and social perspectives on leadership; organizational and group behavior; and communication skills. Westminster's Leadership Studies minor will help students reach a better understanding of both practical and theoretical aspects of leadership.

COURSES

REQUIREMENTS
LST 201 Leadership Theories and Practice (3 cr. hrs.)
LST 401 Leadership Mentoring (3 cr. hrs.) OR
LST 399 Leadership Internship (3 cr. hrs.)

ELECTIVE OPTIONS
Ethics and Leadership
(3 credit hours in ethics courses from the following list):
PHL 200 Biomedical Ethics (3 cr. hrs.)
PHL 300 Environmental Ethics (3 cr. hrs.)
PHL 314 Business Ethics (3 cr. hrs.)

Historical, Political, and Social Perspectives of Leadership
(3 credit hours from the following list):
CLA221 Greek Civilization (3 cr. hrs.)
CLA228 Roman Civilization (3 cr. hrs.)
HIS 308 History of Latin America (3 cr. hrs.)
HIS 322 Europe in the Twentieth Century (3 cr. hrs.)
HIS 323 Europe Since 1945 (3 cr. hrs.)
HIS 327 Nazi Germany (3 cr. hrs.)
HIS 333 The Civil Rights Movement (3 cr. hrs.)
HIS 335 The Rise of Modern America (3 cr. hrs.)
HIS 336 America Since 1945 (3 cr. hrs.)
HIS 350 America's Vietnam Experience (3 cr. hrs.)
POL 301 The American Presidency (3 cr. hrs.)
POL 306 West-European Government and Politics (3 cr. hrs.)
POL 308 Post-Soviet Politics (3 cr. hrs.)
POL 311 Political Parties, Voting, and Campaign Strategies (3 cr. hrs.)
POL 313 Government and Politics of East Asia (3 cr. hrs.)
POL 323 Government and Politics of Southeast Asia (3 cr. hrs.)
REL 314 The Prophets (3 cr. hrs.)
REL 316 Teachings of Jesus (3 cr. hrs.)

Organization and Group Behavior
(3 credit hours from the following list):
BUS 220 Fundamentals of Management (3 cr. hrs.)
BUS 221 Management Practices and Organizational Behavior (3 cr. hrs.)
BUS 225 Small Business Management (3 cr. hrs.)
BUS 326 Personnel Management (3 cr. hrs.)
BUS 337 Labor Relations (3 cr. hrs.)
POL 319 Public Administration (3 cr. hrs.)
PSY 241 Industrial/Organizational Psychology (3 cr. hrs.)
PSY 310 Social Psychology (3 cr. hrs.)

Communication Skills
(3 credit hours from the following list):
LST 2XX: Mediation and Conflict Resolution (3 cr. hrs.)
SPE 310: Professional Communication (3 cr. hrs.)

TOTAL CREDIT HOURS REQUIRED: 18

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Wilmington College

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Leadership Minor

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Stand Alone

INTRODUCTION

The Leadership Minor attempts to give students an academic grounding in leadership skills as well as enhance their ability to speak, write, and think effectively; to set goals and develop strategies to achieve them; to make carefully considered and ethical decisions; to lead as if people really mattered; and to engender positive changes—all important characteristics that many employers desire in potential employees. Leadership skills are hard to demonstrate on paper, but the servant leader (that is, one who puts others first and who serves humanity in an ethical and uplifting way) is sorely needed in a world that appears to encourage the self-serving individual. Any major field of study can be enhanced by completion of the Leadership Minor.

REQUIREMENTS

Requirements include 21 semester hours of courses distributed over each of the following four areas. At least nine of these hours must be upper division.

ALTERNATE PHILOSOPHIES OF LEADERSHIP MANAGEMENT (3 credit hours required)

IDS 321 Alternate Philosophies of Leadership Management (3 credit hours)
Alternative theories of managing "as if people mattered." Approaches to organizational planning and management, based on the need for good interpersonal relations within the organization, functioning as a social system.

ETHICAL AND PHILOSOPHICAL DIMENSIONS OF LEADERSHIP (6 credit hours required)

R&P 105 Introduction to Philosophy (3 credit hours)
Introduction to the problems of philosophy and the nature of philosophical thinking. Based on readings from the classical and modern philosophers with emphasis on diversity of approaches.

R&P 1075 Introduction to Quakers (3 credit hours)
An introductory study of the development of convictions and concerned actions of the people called Quakers from the 17th-century origins until the present day.

R&P 216 Values and Ethics (3 credit hours)
Nature and meaning of ethical values and the human experience of moral decision making in a changing world of competing values.

R&P 332 Teachings of Jesus (3 credit hours)

GROUP AND INDIVIDUAL PROCESSES (6 credit hours required)

THR 110 Public Speaking (3 credit hours)
This introductory course will teach students public speaking theory and principles of speech preparation. Students will develop skills in public speaking, listening, and critical evaluation while gaining an awareness of the importance of oral communication in today's society.

PSY 211 Theories of Human Nature (3 credit hours)
Survey of the traditional philosophies of human nature followed by a consideration of human nature from a psychological and sociological perspective.

SOC 218 Group Dynamics (3 credit hours)
This course is designed to acquaint students with interpersonal and intrapersonal communications within small group settings.

PSY 305 Psychology of Personality (3 credit hours)
The study of genetic, cultural, and social causes of differences among persons. Attention is focused on four major theoretical approaches within psychology along with their distinctive methods of assessment and research concerning personality.

PSY 329 Organizational Behavior (3 credit hours)
The application of concepts from social psychology and other disciplines in the behavioral sciences chosen to understand the behavior of organizational members and their contributions to the achievement of organizational goals.

PSY 338 Conflict Regulation (3 credit hours)
The description and analysis of interpersonal and intergroup conflicts followed by a consideration of the processes involved in both conflicts themselves and methods of regulation.

LEADERSHIP APPLICATIONS (6 credit hours required)

IDS 155/355 Developing Leaders Program Practicum (4 credit hours total required)
This series of courses is for students who have been accepted into the Developing Leaders Program.

IDS 155/M1 Developing Leaders Program Practicum (1 credit hour)
The first-year class provides an introduction to leadership. The objectives are to introduce and orient new student leaders to Wilmington College; to explore campus leadership opportunities; and to assist student development and understanding of individual values and skills, and the personal integrity and commitment of leadership.

IDS 155/M2 Developing Leaders Program Practicum (1 credit hour)
The second year further defines leadership, theories of leadership, and leadership styles, with particular emphasis on group building and dynamics. The class will also focus on developing skills and techniques for leadership of groups, including collaboration, delegation, negotiation, and dealing with conflict.

IDS 355/M1 Developing Leaders Program Practicum (1 credit hour)
The third year explores leadership in the context of societal and community values. Junior leaders will identify and engage in individual leadership projects, appropriate for their own development and interests, and work for positive change in the community. Class activity will include a collaborative effort to support and assist individual projects and introduce additional leadership resource information and activities.

IDS 355/M2 Developing Leaders Program Practicum (1 credit hour)
The fourth year will create and implement a Leaders-to-Leaders monthly symposium. Senior Leaders will have the opportunity to meet with prominent leaders in the community, performing arts, state and national governments, business and industry, as well as with social, religious, and political activists. Senior Leaders will also have the opportunity to assist and mentor Freshman Leaders with their first-year activities.

R&P 152/352 International Quaker Ministry and Witness (3 credit hours)
An international exploration of Friends' mission and ministry, designed to broaden the depth of ministry experiences for Quaker Leader Scholars and others interested in the international dimensions of Friend's ministry.

MGT 211 Introduction to Management (3 credit hours)
A study of the functions of management and the role of the manager in achieving organizational objectives. This survey

course introduces students to the areas of knowledge that comprise management education.

MGT 333 Human Resources Management (3 credit hours)
This course deals with the managerial issues usually dealt with by the human resources or personnel department of an organization. It also deals with the legal, social, and political environments as they affect the management of human resources.

R&P 345 Nonviolence and Social Change (3 credit hours)
This course deals with nonviolent methods of effective social change. The course draws on the theories of Johan Galtung, Gene Sharp, and Adam Curie but concentrates on the experiences of John Woolman and Mohandas K. Gandhi.

POL 411 Public Administration (3 credit hours)
An examination of organization theory, governmental relations, structure and function of bureaucracy, and the nature and limits of authority in the public sector.

IDS Leadership Internship (3 credit hours)

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DEGREE PROGRAMS – UNDERGRADUATE CONCENTRATIONS

These undergraduate certificate and concentrated studies programs offer a formal notation on the graduating student's diploma or transcript. The focus ranges from a service orientation to practical skills training.

CONTENTS

AGNES SCOTT COLLEGE 75
Program in Women, Leadership, and Social Change
A program that challenges students to examine women's contributions to the dynamics of social change while tapping into the unique resources of a major U.S. city.

BIRMINGHAM-SOUTHERN COLLEGE 75
Distinction in Leadership Studies
A program that builds on the liberal arts curriculum and the mission of the college to challenge students "to be committed to intellectual and social responsibility."

CLAREMONT McKENNA COLLEGE 77
The Leadership Sequence of Study
A multidisciplinary program that focuses on the nature of leadership and followership.

CONVERSE COLLEGE 79
Converse Leadership Program
A program whose mission is to encourage women to lead creative and constructive lives, and to prepare them for informed and responsible decision making, reasoned and humane action, and influential achievement.

DUQUESNE UNIVERSITY 81
Bachelor of Science in Professional Studies: Concentration in Organizational Leadership
A program that offers the skills necessary for leadership in the 21st-century workplace.

LANDER UNIVERSITY 81
Lander President's Leadership Program
A program whose goal is to actualize a pragmatic, reality-based, hands-on, personalized leadership development learning experience.

MADISON AREA TECHNICAL COLLEGE 82
Advanced Certificate in Leadership Development
A program that will benefit anyone wishing to build their leadership skills through an ethics-based approach.

MARY BALDWIN COLLEGE 83
Virginia Women's Institute for Leadership
A program that includes academic, physical fitness, and military training requirements delivered in a structured and disciplined environment.

NORTHWESTERN UNIVERSITY 86
Undergraduate Leadership Program
A program that combines theoretical, historical, practical, and experiential knowledge into a two-year course of study.

RICE UNIVERSITY 88
Leadership Rice
A program that offers students both academic and hands-on experiences with leadership issues.

SAINT LOUIS UNIVERSITY 89
Service Leadership Certificate Program
A program that gives students the opportunity to learn and sharpen leadership skills, and apply that knowledge through service.

TARLETON STATE UNIVERSITY 91
Leadership Certification Program
A three-semester volunteer program that incorporates retreats, workshops, and a service project.

UNIVERSITY OF SCRANTON 91
The Business Leadership Program
A program the provides selected students with an opportunity to perfect their talents for business leadership.

WARTBURG COLLEGE 93
Portfolio-Based Leadership Certificate Program
A program that provides formal opportunities and acknowledges effective efforts by students to demonstrate and reflect critically upon the Wartburg College definition of leadership.

WEBSTER UNIVERSITY 95
Student Leadership Development Program
A program that provides students with the knowledge, education, and development to assume leadership on campus, in society, and in the global workforce.

WILMINGTON COLLEGE 96
Developing Leaders Program
A four-year program that is designed to educate, train, and prepare selected students for leadership.

Agnes Scott College

Isa D. Williams
Director, Women, Leadership, and Social Change
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Program in Women, Leadership, and Social Change

Educational Level: Undergraduate
Department: Dean of the College
Format: Semester program
Stand Alone

INTRODUCTION

Program in Women, Leadership, and Social Change: Atlanta Semester, challenges students to examine women's contributions to the dynamics of social change while tapping into the unique resources available only in Atlanta, Georgia. Combining experiential learning in the form of internships with an exciting array of courses, speakers' forums, and independent research, students will earn both an exciting women's college experience and a full semester's credit. The program brings Agnes Scott, the Atlanta community, and Atlanta Semester students together to study women as essential leaders in this progressive international city of the future. The interdisciplinary seminar taught by Agnes Scott faculty and speakers' forums constitute the common academic core of the program. In addition, each student selects an internship suited to her needs and interests, and she carries out an independent research project that bridges the experiential and academic components of the program.

COMPONENTS

The program's 13 semester hours consist of these components:

- Atlanta Semester Seminar (4 credits):
  This is an interdisciplinary exploration of women's historic and contemporary contributions to leadership and social change. The course provides a theoretical framework for understanding women's relationship to the process of social change with special focus on the dynamics of leadership.
- Atlanta Semester Speakers' Forums (2 credits):
  Students meet with community leaders and faculty for lectures and to discuss topics related to the Atlanta Semester's current theme. In the spring, an array of speakers engage students in discussions on education, citizen leadership, social change, and public leadership.
- Atlanta Semester Internship (4 credits):
  This component involves experiential learning through a supervised internship. Internships are available at numerous sites. Interns will have frequent association with members of the organization's leadership while building valuable career contacts.
- Atlanta Semester Research Project (3 credits):
  This is independent research drawing on the Atlanta Semester internship and seminar, resulting in a paper that combines theory and experience. The topic is selected by the student with approval from the instructor.
- Community Service Activities:
  In conjunction with the Atlanta Semester's challenging curriculum, students experience firsthand Atlanta's community service activities. For two days, Atlanta Semester students join with an interfaith organization that encourages renewal of middle- and low-income communities to visit local churches, public health-care facilities, the court system, and public housing areas and to observe the systemic issues affecting the breakdown, as well as the revitalization of society.

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Birmingham-Southern College

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Distinction in Leadership Studies

Educational Level: Undergraduate
Department: Interdisciplinary
Format: Certificate Program
Stand Alone

INTRODUCTION

The Distinction in Leadership Studies program builds on the liberal arts curriculum and the mission of Birmingham-Southern College to challenge students "to be committed to intellectual and social responsibility." Students who meet the requirements of the program will receive Distinction in Leadership Studies at graduation. They will receive special recognition in the graduation program and a certificate from the president of the college.

GOALS

- To critically and ethically address conceptions of leadership.
- To expand their conceptions of leadership beyond the context of position and power.
- To increase the historical and cultural understanding of leadership.
- To explore leadership in relation to individuality, cooperation, community, and collaborative inquiry.
- To develop a personal understanding of the practices and purposes of leadership.
- To demonstrate leadership through community service.

REQUIREMENTS

1. The student must contact the Center for Leadership Studies to express interest in participating in the Distinction in Leadership Studies program.
2. The student must complete the course Leadership Studies: Theory and Practice.
3. The student must complete two other courses in different academic disciplines that have been designated as Leadership Studies (LS) courses. These courses must be taken after the Leadership Studies: Theory and Practice course for purposes of this program, and the student must obtain a minimum 3.0 grade-point average in each of the two leadership courses. For a course to be approved for Leadership Studies (LS) designation, the following criteria must be met:
    - The course must be identified as a Leadership Studies course in the course syllabus, and the rationale for the designation must be explained in the syllabus.
    - There must be required readings for the course that relate directly to leadership issues.
    - There must be a significant formal process in the course where students examine leadership concepts, either in oral or written forms.
4. The student must participate in a community service project for one term and complete the following requirements:
    - Select a community service project and have it approved by the director of Service Learning and the director of the Center for Leadership Studies.
    - Spend at least four hours per week for one term working with a community organization onsite, attend the organization's board meetings, and research the issues facing the organization.
    - Attend three seminars on service learning during the Spring semester organized by Southern Volunteer Services and the Center for Leadership Studies.
    - Make a presentation on the community service project to the Center for Leadership Studies Council.
5. The student must participate in a Senior Capstone Seminar taught by faculty members and community leaders.
6. The student must make a written and oral presentation to the provost, the director of service learning, the director of the Center for Leadership Studies, and a faculty member from the student's major field of study.
7. The provost will determine if the student has met the criteria for Distinction in Leadership Studies.
8. The student must have an overall grade-point average of 2.5 or higher to complete the program.

COURSES

LS200 Leadership Studies: Theory and Practice

An introduction to the academic study of leadership from both the theoretical and practical perspectives. The course does not offer a single definition nor direction for leadership, but seeks broadly and inclusively to: 1) examine a history of leadership as a concept, process, and action; 2) study the practice of leadership in context; and 3) evaluate the competencies traditionally associated with leadership. The course is required of all students in the Distinction in Leadership Studies program, but not limited to these students. Sophomore standing is required.

BA445 Leadership and Decision Making

A course that provides an understanding of various theories and concepts pertinent to decision making. Students apply these concepts to formulate and solve unstructured leadership problems.

HI311 Britain in the Twentieth Century

A course that examines the transition from empire to commonwealth, the Irish problem, women's suffrage, two world wars and their consequences, reform, life and letters in England from 1901 to the recent past. Emphasis is placed on leadership styles from Gladstone to Thatcher.

HI352 Diplomatic History of the United States Since 1941

This course examines United States foreign policy since 1941, with emphasis on World War II, and the Cold War in Europe, the Far East, and Latin America. The roles of personalities and leadership styles play an influential role in the development of diplomatic history, and the course uses John G. Stoessinger's *Crusaders and Pragmatists* to study these styles.

MU371 Conducting
This course is designed to teach the student majoring in music how to train ensembles, to read scores, and to conduct efficient rehearsals. The course examines the broad range of knowledge and abilities in which successful conductors attempt to achieve mastery.

PL255 Contemporary Political Philosophy
An examination of some of the major schools and positions in contemporary political philosophy. Central to the course are questions of the nature of justice, the claims of community, and the conditions of democracy in the public life of citizens.

PL306 Business Ethics
This course studies the major ethical issues facing American businesses today. The approach of the course is to bring the analytical and conceptual tools of philosophical ethics to major business concerns. Representative topics include corporate responsibility, employee rights, justice in business transactions, environmental concerns, and international issues. The contention of the course is that philosophy, with its 2,500-year history, can contribute to the ongoing discussion of appropriate behavior of leaders both within businesses and within corporations themselves.

PS240 Introduction to Latin American Politics
An introduction to the study of politics in Latin America since its wars of independence. Major themes such as the political legacy of colonialism and the quest for democratic rule are presented within the context of individual countries' experience. The course gives students an analytical understanding of how political leadership shapes the policy process. Civilian leaders face many pressing political and economic challenges, such as military involvement in politics, weak political parties, mounting foreign debt, and worsening poverty.

PS307 Civil Rights and Justice
A review of the Civil Rights Movement in the South, focusing on the judicial process and the role of the courts, followed by an examination of contemporary issues in housing, education, and employment—issues that reflect the continuing struggle to achieve full civil rights and justice. An ongoing theme will be the topic of leadership, identifying specific leaders and various leadership styles.

PY203 Group Dynamics
A survey of theory and research regarding the experience of group membership and the influence of group processes on individual behavior. The focus is on small group behavior, including group formation, structure, leadership, power, performance, and conflict.

PY320 Cross-Cultural Psychology
An overview of the research and methodological issues in cross-cultural psychology with an emphasis on the influence of culture on perception, cognition, child-rearing practices, social behavior, and gender. Cross-cultural differences in leadership, work and health behavior, as well as issues of intercultural interaction are also discussed. The course uses Hofstede's cultural dimensions of individualism/collectivism, power distance, uncertainty avoidance, masculinity/femininity, Confucian dynamism, and long-term/short-term orientation to conceptualize how leadership behavior is affected in different cultures.

THA303 Directing
A study of the techniques of directing and stage management approached through practical projects and the staging of a one-act play. The development of play production organizational and leadership skills are emphasized.

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Claremont McKenna College

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The Leadership Sequence of Study

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Completion of Sequence noted on transcript

INTRODUCTION

The Leadership Studies Program is a multidisciplinary program focusing on the nature of leadership and followership. It addresses the scientific, philosophical, and literary approaches to the relationship between leaders and followers in political, business, and other settings.

DESCRIPTION

The Leadership Studies Program and the Leadership Sequence are designed for: 1) students who are interested in pursuing a career involving the scholarly study of leadership, 2) students who feel that an understanding of leadership would be helpful to them in another career, and 3) students with a casual interest in the subject who would like to take leadership courses.

REQUIREMENTS AND COMPONENTS

The Leadership Sequence includes five courses, distributed among four categories—Ethics, Core, Breadth, and Experiential—as shown below. The Ethics courses provide a philosophical and moral context in which to judge the nature of appropriate leadership. The Core courses reflect current scholarly approaches to the study of leadership in the disciplines in which leadership is a substantive area of study. The Breadth courses offer material on leadership that enhances a liberal-arts perspective on the subject. The Experiential courses involve direct experience in positions of leadership and hands-on applications of leadership theories and techniques.

Ethics Requirement (choose 1)
Government 129. Regulating Ethics in Government and Business
Philosophy 153. Leaders and Followers: Social and Personal Ethics
Philosophy 195. Ethics and Management
Philosophy 196. Ethics, Economics, and Public Policy
Economics 109. Ethics, Economics, and Public Policy

Core Requirement (choose 2, one from each discipline)
Government 50. Introduction to Public Administration
Government 121. Organization and Management
Government 122. Leadership in Management
Government 160. Statesmanship and Leadership
Psychology 37. Organizational Psychology
Psychology 140. Leadership

Breadth Requirement (choose 1)
Government 148. Leadership in American Foreign Policy
History 138. History as Biography
Literature 163. Leadership in Literature and Film

Experiential Requirement (choose 1)
Psychology 103. Mentoring
Psychology 127. Applied Communication Skills
Psychology 177. Organizational Communication and Leadership
Psychology 186. Seminar in Organizational Development
Psychology 187. Practicum in Organizational Intervention
Psychology 199. Independent Study
Government 30. Internship in Politics (Washington, DC, semester)
Military Science (one full credit, i.e., 2 courses selected from the following)
  103a. Intermediate Leadership and Management I
  103b. Intermediate Leadership and Management II
  154a. Advanced Leadership and Management I
  154b. Advanced Leadership and Management II

COURSES

Psy 103 Mentoring
Designed to enhance leadership capabilities and to provide understanding of the role mentors play in business and societal organizations. Students will complete background readings on the role of mentoring throughout history and the relationship of mentoring to leadership, as well as research on the factors that lead to successful mentoring relationships. Students will receive training in topics such as communication skills, cultural sensitivity, team-building skills, tutoring skills, crisis management, conflict resolution, and adolescent development. Once training is completed, students will be paired with protégés from the local intermediate school to serve as mentors and use the knowledge and skills they have gained.

Psy 140 Leadership
Examines the broad range of theoretical and empirical literature on effective leadership organizations. Theories are related to leadership in business, politics, and social movements. Topics include: contingency, transactional, transformational, cognitive, gender, and cultural influences on leadership processes, ethical considerations, and integrative approaches.

Psy 177 Organizational Communication and Leadership
Examines the role of communication in the development and perpetuation of organizational culture. The course focuses on the relationship between the organization's external environment and internal processes, e.g., strategic planning, decision making, functional specialization, and leadership.

Psy 187 Practicum in Organizational Intervention
This course offers field experience in the assessment of organizational problems and the design of organizational interventions. During the semester, students will work with an outside client to diagnose organizational problems and their associated causes and to recommend organizational interventions to address these problems. The final product

will involve a major written report and a formal presentation of findings to the client organization. Students will have the opportunity to use various computer software, including statistical analysis, graphics, presentation, and project management programs.

Phil 153 Leaders and Followers: Social and Personal Ethics
Focusing on historical examples from politics, economics, religion, and other fields, this course explores moral dilemmas—social and personal—that result from the interactions of leaders and followers.

Lit 163 Leadership in Literature and Film
This course examines different aspects of the leadership theme in literature, with special attention on topics such as ethical dilemmas confronting leaders, different styles and models of leadership, and the competing loyalties and validity of leadership's various forms. Students will also study several films dealing with the leadership theme.

OTHER KRAVIS LEADERSHIP INSTITUTE ACADEMIC PROGRAMS

Kravis Mentoring Program
This is a community outreach program matching students from The Claremont Colleges with seventh graders from a local intermediate school. Arranges after-school meetings and activities with students and occasional field trips and community service projects. The goal is to provide mentoring support to the school children and to develop the mentoring skills of the college students.

Kravis Summer Internship Program
Matches Claremont McKenna College (CMC) students with summer internships through for-profit and nonprofit organizations. Requires students to write a paper describing their experience. Open to students (first-year through junior) who are returning to CMC in the fall semester.

Kravis Research Fellowships
Open to CMC psychology majors who have completed introductory statistics and applied research methods. This is a $2,500 fellowship for students to do independent research, in the field of leadership and organizational psychology, with Institute faculty.

Kravis Community-Outreach Internship
Open to students from any major/discipline, this $2,000 one-year internship is to help coordinate the Kravis Mentoring Program after-school and off-campus activities.

Kravis-de Roulet Annual Leadership Conference
Usually in the spring, this conference focuses on current research in leadership and organizational psychology. Includes speakers and panelists who are practitioners or researchers in the application of leadership theory.

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Converse College

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Converse Leadership Program

Educational Level: Undergraduate
Department: Interdepartmental
Format: For-credit
Stand Alone

DESCRIPTION

The mission of the Converse Leadership Program is to encourage women to lead creative and constructive lives and to prepare them for informed and responsible decision making, reasoned and humane action, and influential achievement. Students have the opportunity to demonstrate personal initiative by articulating a research project and program of study that together bridge the gap between learning and doing.

This program consists of three phases, each of which has distinct goals.

- The first phase of the program aims to develop leadership skills such as speaking before the public, writing for the public, and learning to interpret data.
- The second phase is designed to familiarize students with the history of American women leaders, as well as with the work of contemporary women leaders who are playing a significant role in South Carolina. This part of the program will encourage students to understand leadership as a process that takes many forms.
- In the final stage of the program, students will select a societal problem that needs to be addressed and design an interdisciplinary program of study and internship opportunity that will allow them to understand varied dimensions of that particular problem and the leadership skills

necessary to solve it. In their senior year, students will discuss their projects with other participants in the program, as well as with interested Converse faculty and students and outside resource people.

OBJECTIVES

- Trace the historical development of leadership, emphasizing the history of women leaders and the role of contemporary women leaders in South Carolina.
- Exhibit leadership skills in such areas as communication, group dynamics, and problem solving.
- Analyze the relationship between leadership and ethics.
- Identify a societal problem and develop a program to aid in solving that problem.

COMPONENTS

The Converse Leadership Program has two tiers. The first tier is open to all students. Students apply for admission to the second tier in March of their sophomore year. The following will be required for admission to the second tier.

- A 2.5 GPA.
- A letter of recommendation from a member of the faculty, administration, staff, or former employer.
- Permission of the director of the program.
- Completion of three of the required courses.
- Completion of a declaration form.

The second tier of the program consists of rising juniors who will come together as a group and select a problem they want to investigate. The director of the leadership program will convene the group for the first time, but after that, the director will serve only as an advisor. The students will be responsible for selecting and developing parameters for the problem. Each student will choose an aspect of the problem to investigate and will work with the other students and the director to determine what courses or other learning opportunities will help her to solve her part of the problem. The students and the director will meet periodically during the junior year. Frequency and time of meetings will be determined by the students in consultation with the director.

The students will present solutions to their problem in the senior capstone course (CLP 400) and will also put the individual solutions together to show how they would solve the entire problem. This process will give Converse women an additional opportunity to practice the leadership skills they have learned in early experiences at Converse. The director of the program will be the facilitator for the capstone course, but all the work, planning schedules, inviting of outside speakers, etc., will be done by the students.

REQUIREMENTS

Mandatory Courses

American Government (3 cr. hrs.)
Principles of Leadership (3 cr. hrs.)
Writing for the Public (3 cr. hrs.)
Public Speaking (3 cr. hrs.)
Special Topics in Academic Majors (CLP 400) (3 cr. hrs.)

Optional Courses

Two additional courses to be chosen from the following electives (6 cr. hrs.)

Gender and Politics (3 cr. hrs.)
Women's Studies (3 cr. hrs.)
Women Leaders in U.S. History (3 cr. hrs.)
Psychology of Women (3 cr. hrs.)
Social Statistics (3 cr. hrs.)
Ethics (3 cr. hrs.)

Total Required Hours—21 credit hours

Internship in Major

In either the junior or senior year, each student will complete an internship. This internship will be tailored as closely as possible to the career interest of the student and the problem being worked on by the group.

Participation in a Leadership Speakers Series

During the junior and senior years, the students will develop a Leadership Speaker Series that will bring prominent people to campus to speak on leadership topics. The lectures will be open to the entire community. Students will select the speakers and will do all the planning necessary for the program. When the speakers are on campus, they will meet with the leadership students.

Development of a Leadership Portfolio, including:

- Notation on the student's transcript.
- Recognition on the graduation program for those who have completed the program.
- Presentation of a certificate along with diploma at graduation.

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Duquesne University

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Bachelor of Science in Professional Studies: Concentration in Organizational Leadership

Educational Level: Undergraduate
Department: Continuing Education
Format: For-credit
Part of: Saturday College

INTRODUCTION

The Bachelor of Science in Professional Studies (BSPS) will prepare you to move into the professional ranks of a profit or nonprofit organization. Through a wide range of interactive, professionally oriented coursework, you will prepare for a leadership position in either the public or private sector. The Organizational Leadership concentration offers the student the knowledge and skills necessary for leadership in the 21st-century workplace.

REQUIREMENTS

Introduction to Psychology
This course is an introduction to the fundamental concepts and methods of psychology, examined from both traditional and phenomenological perspectives.

Principles of Organizational Leadership
Introduction to the historical concepts, principles, and theories of leadership, emphasizing self-assessment, contemporary views and issues, basic skills and competencies. Particular attention will be given to differentiating the interdisciplinary nature of leadership from the traditional discipline of management and providing application opportunities within the classroom and/or workplace setting.

Organizational Communication
Investigates the scope and function of communication processes in organizations. Topics covered include: organizational theory, Japanese management styles, supervisor/subordinate communication patterns, managerial styles, informal communication, network analysis, organizational climate and culture, motivation and satisfaction, and communication audits.

Organizational Leadership: Selected Topics I-II
Topics developed by faculty and professionals in the community will expand upon the fundamentals provided in the Principles of Organizational Leadership course by examining and analyzing particular issues in leadership. Examples of topics may include human resources, public policy, total quality concepts, gender/race/ethnicity issues, diversity, ethics, and social responsibility.

Organizational Leadership: Capstone Seminar
The Capstone Seminar is the integrating experience for the Organizational Leadership concentration. Students will pull together their leadership philosophy and significant experiences from this past year, read and discuss case studies in leadership, prepare a summary of their significant leadership learning, and learn to make an effective group presentation regarding their accomplishments in the Leadership curricula.

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Lander University

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Lander President's Leadership Program (LDLP)

Educational Level: Undergraduate
Department: Division of Student Affairs
Format: For-credit
Stand Alone

DESCRIPTION

The Lander President's Leadership Program (LDLP), a two-semester program, features twice-each-week, one-hour class meetings, with trips into the Greenwood community and to locations such as the state capital (to observe legislative dynamics) and Atlanta (to get involved in CNN's "Talk Back Live" audience participation television show to see how the media can influence leadership). Student participation is restricted to incoming new freshmen who apply for and are competitively selected for the program. Each participant earns a $300 scholarship for the freshman year and one hour of elective academic credit each semester while in the program.

GOALS

The educational goal of LDLP is to actualize a pragmatic, reality-based, "hands on" personalized leadership development learning experience for those students who have outstanding high school records of involvement, and the motivation to apply and then be competitively selected for LDLP. Active learning—as opposed to a lecture format—is the norm.

OBJECTIVES

- Each participant learns and demonstrates appropriate leadership skills.
- Each participant analyzes his or her leadership style to maximize use of personal strengths and improve areas of identified weakness.
- Each participant becomes familiar with Lander University leaders, policies, organizations, and real-life problems and opportunities.
- As a member of a team, each participant learns and demonstrates how to conduct action research, and makes and critiques formal presentations on campus issues and needs.
- Each participant shows evidence of growth in personal knowledge and appreciation, and evidences acceptable writing and critical-thinking skills.
- Each participant gains insights into how his or her skills and capabilities can be applied not only on but also beyond the Lander campus.

FORMAT

Participatory, active learning is continually stressed, with the intent of creating a students' shared-learning, practical-oriented, personal-growth educational experience. The use of formal lectures is minimized and student discussion and interaction activities are maximized. Resource persons—both from within and outside the university and including student leaders—are used as frequently as possible. The program includes students' small-group formal presentations on actual Lander situations and issues; these presentations are strenuously critiqued and graded. Field trips may be taken when circumstances and resources allow. Participants develop and maintain journals intended to record their observations and understandings.

EVALUATION

LDLP 101
Group Project Presentation—70%
Journal—20%
Attendance, Participation, and Involvement—10%

LDLP 102
To Be Determined—70%
Journal—20%
Attendance, Participation, and Involvement—10%

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Madison Area Technical College

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Advanced Certificate in Leadership Development

Educational Level: Undergraduate
Department: Arts and Sciences Division and Business and Marketing Division
Format: For-credit
Stand Alone

INTRODUCTION

This certificate will benefit anyone wishing to build his or her leadership skills through an ethics-based approach. It is particularly useful for transfer students interested in self-improvement, those who work in community agencies, or anyone interested in career mobility. Students enrolled in the liberal studies program or in an occupational program are encouraged to apply. This program is an excellent complement to those involved in the student honor society, Phi Theta Kappa, or in student government. In addition, these courses will build upon skills and knowledge acquired through the Supervisory Management program or experience in the workplace.

COURSES

This 12-credit certificate features four courses centered on reflective leadership:

Leadership as an Art
Using a gender-balanced team-taught approach, this course focuses on readings and applications of leadership principles based on classic works of literature and film. Through interactive games, modeling, and the expertise of diverse instructors, students are introduced to issues in leadership, as well as skills used by successful leaders.

Leadership Ethics
In this course, students and teachers focus on problem-solving processes rather than upon formulaic answers. Leadership strategies are contextualized using case studies.

Strategies for 21st Century Leadership*
Expanding on skills introduced in Leadership as an Art, this application-oriented course incorporates concepts and specific processes and strategies leaders use to gain consensus, make data-driven decisions, formulate strategic directions, and mobilize individual organization members to effective group effort. Contemporary theorists and practitioners, such as Stephen Covey, W. Edwards Deming, Tom Peters, and Peter Senge, heavily influence the course content.

Problems in Organizational Leadership: Site-Based Research
In consultation with a leadership instructor, the student will select and research a site-based organizational leadership problem. Students concurrently completing an additional program at MATC will be encouraged to connect the research to the field of study. They will read relevant research and leadership literature, interview key stakeholders, and present issue papers addressing the problems they have identified.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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Mary Baldwin College

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Virginia Women's Institute for Leadership (VWIL)

Educational Level: Undergraduate
Department: N/A
Format: Cocurricular and curricular
Stand Alone

INTRODUCTION

The Virginia Women's Institute for Leadership (VWIL) builds character and competence. For four years, students live and learn in a demanding environment where honor, integrity, and excellence are governing standards. The program is comprehensive; all aspects of the experience at Mary Baldwin College are considered opportunities for learning. A student's commitment to the program is a commitment to demand the best from herself, to fully use the experiences and resources available to her, and to value and respect the community that she has joined. When students complete the Virginia Women's Institute for Leadership, they will be skilled as leaders; prepared as citizen soldiers; and inspired to achieve balance in the way they live as intellectual, spiritual, social, and physical beings. They will be determined to attain their goals and to surmount any gender-related barriers they may encounter. They will know themselves well; they will appreciate collaboration; they will take pride in women who are dedicated to their careers, families, and communities.

DESCRIPTION

The VWIL is a residential, undergraduate, four-year program. It includes academic, physical fitness, and military training requirements delivered in a structured and disciplined environment. Students in the program take full advantage of all the resources of Mary Baldwin College and participate fully in the cocurriculum.

GOALS

The 15 goals for the Virginia Women's Institute for Leadership program encompass: liberal arts education, cultural understanding, social commitment, communications skills, eagerness to learn, technology, group process, problem solving, physical fitness, career awareness, interpersonal relationships, ethics, self-efficacy, teamwork, and leadership practice.

COMPONENTS

The Physical Training Program

VWIL students are required to maintain their physical fitness and participate in team sports, group activities, and exercises demanding mental toughness. The physical training program objectives are to: develop and maintain fitness, make a commitment to lifelong health and fitness, work effectively in teams, accept challenge, and build self-confidence.

The objectives are achieved through these program components:

- Physical Education: All VWIL students take courses in advanced fitness, swimming, golf, and a racquet sport.
- Leadership Challenge Program (LCP): Consisting of obstacle courses, group problem-solving exercises, ropes courses, self-defense training, a wilderness experience, and other activities. Freshmen in VWIL develop confidence and teamwork skills in the LCP.
- Varsity Sports: Students are encouraged to play varsity sports. When playing a varsity sport, freshmen do not participate in the LCP.
- Physical Training: Students work out for 50 minutes, at least three days per week.

All VWIL students are tested each semester on their strength and endurance. The strength and endurance test (SET) includes: 1.5-mile run, two-minute sit-up test, flexed-arm hang test, and two-minute push-up test.

Military Leadership Education

Students in the VWIL program participate in the Mary Baldwin College Corps of Cadets and in the Reserve Officers Training Corps (ROTC). All VWIL students are required to complete four years of ROTC and may elect the Army, Navy, Air Force, or Marine Corps. At the end of their sophomore year, students decide whether to seek a commission and become an officer in the service they have chosen. Both commissioning and noncommissioning students participate in a leadership laboratory weekly during their junior and senior years. The lab for commissioning students prepares them for a military career; the lab for all other students provides career preparation in a variety of civilian fields including business, government, and community service. When engaged in military training (two days each week), students wear uniforms and are expected to adhere to the standards of conduct required of a cadet.

Campus Life

While VWIL students participate fully in the campus life of Mary Baldwin College, they adhere to somewhat restrictive conduct standards including curfews, room inspections, and study hours. They are responsible for governing themselves and for enforcing the standards of conduct to which they agree. Each year in the program, students acquire privileges and assume increasing responsibility for program operations and the exercise of student leadership.

REQUIREMENTS

A student in the Virginia Women's Institute for Leadership must complete all academic requirements of Mary Baldwin College. She chooses her own major and meets those requirements as well. In addition, VWIL requires that students take 12 credit hours in leadership, 12 credit hours in military leadership (ROTC), four semesters of physical education, 11 credit hours in natural sciences, 3 credit hours in calculus, and 3 credit hours in statistics. Students must complete an internship in their major field and must demonstrate competency in a foreign language and in computer science.

COURSES

History and Theories of Leadership

INTRODUCTION

The purpose is to ensure that students develop a broad knowledge of leadership; know and use leadership theories to understand historic leadership cases; explore various leadership styles, attributes, and skills; and compare and contrast the styles of men and women who have occupied positions of power and influence. Additionally, the course helps students place the practice of leadership in a cultural context and view leadership through the lenses of various disciplines in the social sciences.

GOAL

The goal of the course is to develop an appreciation for scholarship as it relates to leadership studies while building analytical and communication skills.

OBJECTIVES

- Define leadership and discuss differing definitions.
- Explain a variety of theories of leadership.
- Describe how leaders have been viewed throughout history and how perspectives on leadership have changed over time.
- Discuss how the social sciences have contributed to building theory in the field of leadership studies.
- Cite historic examples of leadership concepts and theories and use theories to explain the phenomenon of leadership.
- Relate theories to personal experience with leadership.

TEXTS

Donnithorne, L., Col. (1993). *The West Point way of leadership: From learning principled leadership to practicing it.* New York: Doubleday.

Hofstede, G. (1980). Motivation, leadership and organization: Do American theories apply abroad? *Organizational Dynamics*, Summer, 42ff.

Kouzes, J., & Posner, B. (1987). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.

Loden, M. (1985). *Feminine leadership.* New York: Times Books.

Mandela, N. (1994). *Long walk to freedom.* Boston: Little-Brown.

Shriberg, A., et al. (1997). *Organizational behavior: Practicing leadership principles and applications* (6th ed.). New York: John Wiley and Sons.

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Free Press.

Ethics, Community, and Leadership

INTRODUCTION

In this course, students become knowledgeable about the moral dimensions of leadership and develop a critical understanding of the ethical relationships between individual character, leadership style, community values, and the substantive aims of leadership. They examine the nature and function of leadership in the context of humanitarian causes, the advancement of social justice, and in the attempt to peacefully resolve violent and destructive conflict.

GOAL

Students in this course critically apply ethical theory and concepts and various forms of moral reasoning to historic examples of leadership and to theories on the nature and efficacy of human leadership. In general, students draw upon various resources and perspectives from the humanities in order to understand and analyze the moral dimensions and challenges of leadership in contemporary society.

OBJECTIVES

- Stimulate the moral imagination—provoking the realization that there is an ethical domain and a variety of moral points of view and also learn to recognize when moral values and principles are at issue or in conflict.
- Learn to make intellectual connections between classical ethical concepts and theories, contemporary forms of moral reasoning, and current issues in and about leadership.
- Develop analytic and critical reasoning skills by becoming more coherent and consistent in moral argumentation and debate; yet, also become more sensitive to the dynamic of passion and principle—reason and emotion—in moral encounters and in analysis of moral issues and situations.
- Examine humanistic models and narratives of leadership that emphasize the moral dimensions of leadership and contrast those models with technocratic, charismatic, authoritarian, and other approaches to leadership.
- Gain a deeper understanding of the nature and extent of the relationship between power, gender, race, leadership and followership, and various forms of human community and organization; and become sensitive to multicultural and cross-cultural dimensions of ethics and leadership.
- Create a basic awareness that there will always be some degree of ambiguity and disagreement in the moral realm; therefore, toleration of differences but also persistence in reducing moral conflict are equally important objectives.
- Move beyond an expository or interpretative approach to analysis and criticism of ethics as applied to leadership and leadership theory and begin to develop and defend one's own reasoned perspectives and beliefs on the connections between ethics, leadership, and community.

TEXTS

Colby, A., & Damon, W. (1992). *Some do care: Contemporary lives of moral commitment.* New York: Free Press.

Lewis, H. (1990). *A question of values: Six ways we make the personal choices that shape our lives.* San Francisco: Harper.

Purtill, R. (1976). *Thinking about ethics.* Upper Saddle River, NJ: Prentice Hall.

Also: Kellogg Leadership Studies Project (1996): *Working papers on ethics and leadership.*

The Practice of Leadership

INTRODUCTION

Its purposes are to ensure that students in leadership studies have a broad knowledge of the literature in the field, as well as a somewhat more in-depth understanding of leadership as it relates to their major discipline. The Practice of Leadership seminar joins theory and practice by requiring students to explore leadership issues in an active, hands-on way as they reflect on those experiences and to relate the experiences to their own values, career options, and beliefs about the leadership process.

GOAL

The goal of this course is to develop an appreciation for the extensive and rich literature of leadership that has been produced, primarily, in the 20th century when social scientists directed their attention to a realm previously occupied by historians.

OBJECTIVES

- Demonstrate a broad knowledge of the literature on leadership.
- Draw on leadership literature to analyze current events.
- Cite contemporary examples of concepts such as servant leadership, charismatic leadership, citizen leadership, intellectual leadership, reform leadership, revolutionary leadership, group leadership, executive leadership, transformational leadership, and relate the examples to relevant literature.
- Review and discuss leadership in the context of a specific discipline or career field.
- Analyze innovation/change, policy-making, or other leadership processes in a specific discipline or career field.

TEXTS

Bennis, W. (1994). *On becoming a leader.* Reading, MA: Addison-Wesley.

Burns, J. (1979). *Leadership.* New York: Harper.

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Free Press.

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Northwestern University

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Undergraduate Leadership Program

Educational Level: Undergraduate
Department: Communication Studies
Format: For-credit
Stand Alone

INTRODUCTION

The Undergraduate Leadership Program is a two-year certificate program designed to complement the traditional undergraduate curriculum at Northwestern University. Each year, over 200 students from every school and college in the university are involved in coursework, decision-making groups, research and teaching activities, lecture series, off-campus retreats, and internships in order to understand the nature of leadership and to be better prepared for leadership responsibilities on campus, in the community, and in their professions.

The program combines theoretical, historical, practical, and experiential knowledge into a two-phase course of study. Students who successfully complete both phases of the program are awarded a certificate by the provost's office. An optional third phase of the program has emerged where students help plan and teach in the undergraduate program, help plan and teach in the summer high school leadership and community service program, help facilitate alumni leadership workshops, and do internships with community groups and civic organizations.

OBJECTIVES

- To strengthen their citizen problem-solving roles relative to their consumer and client problem-solving roles.
- To develop experientially their own leadership skills and their individual and group decision-making skills.
- To understand how institutions and communities solve problems and the different leadership styles needed to work effectively in each setting.
- To appreciate an asset-based approach to leadership that organizes community members around their gifts and capacities in order to improve their neighborhoods.
- To identify campus and community problems that they have some responsibility to help solve.
- To help build a sense of community among participants in the program in order to strengthen the undergraduate community at Northwestern University.
- To be part of an ongoing network of friends concerned with using community, corporate, and governmental organizations to improve society.

COMPONENTS

PHASE ONE: COURSEWORK

In this phase, any Northwestern first- or second-year student may begin by taking two prescribed courses on leadership and an outdoor experiential leadership retreat, which are all prerequisites for phase two.

Paradigms and Strategies of Leadership*
This course consists of two interrelated components. The lecture part of the course introduces students to theoretical models of leadership and decision making. In the second part of the course, the students meet once a week in six-person decision-making groups for two hours.

Historical Studies in Leadership
This course takes as its subject historical figures in different periods that demonstrate the contextual nature of leadership. Each year a different history professor teaches the course:

topics for the course have included Russian leaders, East African leaders, South African leaders, and the Civil Rights Movement.

Experiential Leadership Retreat
The retreat, held during the first course, takes place at Lake Geneva, Wisconsin. The Outdoor Wisconsin Leadership School runs the retreat. It emphasizes leadership activities with plenty of individual feedback and group discussion time.

PHASE TWO: INSTITUTIONAL AND COMMUNITY LEADERSHIP IN ACTION

Students who complete the two prerequisite courses and attend the experiential leadership retreat will be accepted into the second phase of the program. In phase two, students attend an inner-city retreat, attend a leadership seminar series, and are responsible for arranging two externships with a community and institutional leader.

Community Connections
This retreat is a three-day/two-night field study in Uptown and on the Westside of Chicago. There are five specific goals for this retreat: 1) to help build a sense of community among the students; 2) to have students see the capacities of people together solving problems in poor urban areas; 3) to understand how community leadership and organization work; 4) to confront issues of racism, homelessness, poverty, and poor schools in our cities; and(5) to see how public policy actually affects the lives of citizens in low-income areas. The Urban Studies Institute helps us organize the retreat. On the first day, groups of 15 to 20 students go to area schools where they meet local school council members, principals, and students. In the evening, the students talk with a panel of community leaders. The next day, the student groups walk or take the bus to visit four different community organizations and have a discussion with the organizations' leaders. On the last day, students attend worship services at African-American churches on the Westside of Chicago. After lunch, the students meet with local community organizers and leaders.

Leadership Seminar Series
This series brings to campus institutional, civic, and community leaders. Because we cannot study leadership in a contextual vacuum, we ask our speakers to tell their stories of how they are trying to improve their organizations and society. Student evaluations have been very positive about what they have learned from the speakers in the seminar series. In the second half of the seminar series, students are responsible for arranging to be with both an institutional and a community leader for eight hours. The students then meet in small groups to share what they have learned from their externships. The students bring back a rich and diverse set of experiences that they share with each other.

PHASE THREE: GIVING BACK TO THE PROGRAM AND THE COMMUNITY

From the beginning of the program, an optional third phase has emerged where students are assuming responsibility for making the program successful and for making a contribution to community groups and civic organizations that are trying to improve their neighborhoods.

Assisting in the Paradigms and Strategies of Leadership Course
Students help teach in the Paradigms and Strategies of Leadership class by giving feedback to the students in the decision-making groups and by helping them with their group projects. Several other students each year take independent studies to help plan and evaluate the program.

National High School Institute Summer Leadership and Community-Sharing Program
Graduates of the undergraduate program help plan and teach in a new leadership and community-sharing program for high school students. The undergraduate students are responsible for all phases of the program including three weeks of community service. High school students from around the world participate in the summer program. The community-sharing programs included working with senior citizens at retirement homes, doing an accessibility study of Evanston for people with disabilities, and planning and conducting a middle-school leadership program for seventh- and eighth-grade students.

Freshman Urban Program
Students attend a one-week community service program before new student week.

Alumni Leadership Program
As the university begins an alumni leadership program, undergraduate students will help in planning to run leadership seminars on campus and in the greater Chicago area, as well as work with alumni mentors on community service internship projects. Leadership students who become alumni will eventually work with undergraduate students in the program.

Community Sharing
Students developed a database of community-empowering organizations that would accept student interns. Each year, students have done internships with community groups under the auspices of the leadership program.

EVALUATION

Because we teach decision making and leadership from a system-theory perspective, students provide feedback for all aspects of the program. That feedback tells us that the program is very effective and, at the same time, can be improved. The increase in the number of students who want to enroll in the program is another good sign.

We have four overall evaluation projects. One project shows us that after the students have completed the first course, they can significantly analyze leadership in videotaped decision-making groups better than they could before the program started, and also better than a control group did. The second project indicates that the students are significantly more confident about their abilities to lead decision-making groups after they took the first course than before, and also more confident than a control group of students. The students and the control group will be retested in one year. In the third evaluation project, we found that the students were significantly more likely to share leadership functions rather than relying on the designated leader in their last small-group discussions than in their first discussions. The fourth evaluation project involves comparing the quantity and quality of the participants' leadership activities four years after they graduate from Northwestern University to a cohort group of alumni who chose not to be part of the leadership program while they were at Northwestern University. We have already selected the cohort group that we are going to follow in the future. We have an assessment of both the participants' and the cohort group's high school and current leadership activities to use as a baseline for future comparisons.

* NOTE: Asterisk indicates a syllabus description for this course may be found in the Courses section.

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Rice University

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Leadership Rice

Educational Level: Undergraduate
Department: Provost's Office
Format: For-credit
Stand Alone

INTRODUCTION

Leadership Rice offers students both academic and hands-on experiences with leadership issues. It is designed to develop leadership skills; to encourage critical and creative thinking; and to expose students to real-world situations of management, problem solving, and social change in both the nonprofit and for-profit sectors. It defines leadership, in the broadest sense, as a set of skills and qualities that can be found in all areas of society, including politics, science, business, the arts, medicine, education, and public service. The program is designed primarily for sophomores and rising juniors; there are exceptions, however, and all interested students are welcome. Students not enrolled in Leadership Rice may also visit the fall class to ascertain their interest in the program or simply to hear a speaker in whom they are interested. Finally, Leadership Rice recognizes that excellence comes in many forms; one need not be the president of a student organization or have a perfect GPA to enter this program. We welcome students in all disciplines, from a wide range of backgrounds and experiences.

COMPONENTS

The Leadership Rice program is comprised of three parts.

UNIV 210
This is an interdisciplinary lecture and discussion course offered in the spring semester. Team-taught by some of the finest professors at Rice, UNIV 210 introduces students to leadership issues in ethics, rhetoric, social change, and communication. In addition to traditional classroom

meetings, small-group sessions facilitate discussion and teamwork skills.

Paid Summer Mentorships
Paid summer mentorships make up the second component of the program. The mentorships offer a unique opportunity to work closely with a leader in the community. By having students receive a uniform stipend directly from the university, the Leadership Rice summer program seeks to eliminate the menial work that often accompanies salaried internships, and allows students to pursue internships in which they are interested without regard to financial constraints. Exceeding traditional internship situations, the summer program allows students to participate actively in projects, to sit in on meetings, and to see firsthand, by "shadowing" their mentors, the operation of an organization of interest to them. The mentors come from a diverse range of fields and backgrounds. The summer mentorship program is supplemented by a leadership retreat that brings students together for three days of leadership-based workshops and discussions.

UNIV 310
This course returns students to the classroom in the fall. Like UNIV 210, it is team-taught, this time by a variety of community leaders who present themselves to students as case studies in leadership. Students will be hearing from several prominent local figures. The small-seminar format of the class offers an intimate setting that allows students to interact personally with each speaker. UNIV 310 closes with student-generated proposals that both fulfill the academic requirements of the course and complete the Leadership Rice experience. Working with a faculty mentor of his or her choice, each student is responsible for identifying and proposing a solution to a specific problem. In addition to providing grant writing, budgeting, and planning experience, these proposals offer students the opportunity to make a real change in the community.

Evaluation
Both UNIV 210 and UNIV 310 are currently offered as pass/fail courses. The Leadership Rice staff meets with each summer mentor and intern to facilitate communication and evaluation during the summer mentorship program. Each mentor completes a confidential evaluation with his or her intern at the close of the internship term.

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Saint Louis University

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Service Leadership Certificate Program

Educational Level: Undergraduate
Department: School of Business and Administration
Format: For-credit
Stand Alone

INTRODUCTION

Reflecting the Jesuit tradition of educating students who demonstrate competence, conscience, commitment, compassion, and community, the School of Business and Administration has developed a certificate program in Service Leadership. The program will give students the opportunity to learn and sharpen leadership skills, to apply the knowledge they acquire in the classroom, to develop the habit of incorporating service to others into their personal and professional lives, and to experience the rewards of making a difference in their communities.

GOALS

- Develop core leadership competencies in students.
- Assist students in gaining a deeper self-understanding.
- Identify one's own leadership potential, style, and effectiveness.
- Apply academic coursework to professional experiences.
- Provide community organizations with needed business expertise.
- Develop a habit of service and commitment to community.

OBJECTIVES

- To develop skills, values, and attitudes that will become the foundation for lifelong leadership by providing a training ground that uses coursework, hands-on experience, diagnostic assessment, and personal journal reflection for the advancement of leadership skills.
- To enable students to assess their own skills and knowledge, develop goals for improvement, and monitor their progress in specific leadership areas. The program is designed to help students understand their own experiences as they move from a volunteer or follower as freshmen, to take on leadership responsibilities as they mature in the program.
- To promote a sense of community embodied in volunteer work where students will experience the rewards and responsibilities of service to others.
- To provide a comprehensive educational background for leader development through interdisciplinary studies.
- To tie together theory and practice as students gain leadership knowledge.
- To transform the ways students think about leadership by focusing on the relationship between leader and follower and the way they relate to each other as contrasted to a paradigm based on authority or management.

COMPONENTS

The Service Leadership Program provides students the opportunity to acquire a body of knowledge that will assist them in the development of their leadership potential through three key areas: Coursework, Community Service, and Leader Development Workshops.

Coursework

Students pursuing a certificate in Service Leadership are required to complete 15 credit hours of coursework. By employing an interdisciplinary approach, students will acquire the knowledge, understanding, and background of Jesuit education that stresses the community values of equality and opportunity for all. The certificate program has been designed to coincide with the undergraduate business student core curriculum. A personal learning plan will be formulated each semester in consultation with the program coordinator.

Community Service

The traditional aim of Jesuit education has been to train leaders in service. This component of the program recognizes the importance of service learning by emphasizing service to the community as a vital component of leadership. To nurture this commitment to service, students are required to perform at least 300 hours of community service (minimum 40 hours per semester) to earn a certificate in Service Leadership. Initially, students are encouraged to begin developing habits of service through volunteerism. However, as students progress through the program and acquire greater business and leadership knowledge, they will move from worker or follower early in their undergraduate careers, to take on increasing leadership responsibilities.

It is suggested that students work in at least two different organizations but no more than four while in the program. If possible, students should spend at least two semesters at the same organization to foster positive relationships for the creation of service-learning opportunities and leadership development activities. The goal of development is characterized not by changes in the frequency of experiences but in the kind of service engaged in.

At the end of each semester, students and their site coordinators complete an evaluation designed to assess the service experience from each perspective. Completed evaluations are returned to the program coordinator and used as a reflection tool for the personal development of each participant.

Leader Development Workshops

Using a workshop format, students are provided with various opportunities for self-assessment, skill building, and interaction. Workshops are scheduled three times per semester. Activities involve team-building exercises, simulations, and games that address leadership issues directly and provide settings for decision-making or role-play situations.

In addition to the extracurricular activities provided through the workshops, students develop a Personal Leadership Portfolio. The portfolio provides a vehicle for students to validate all of their leader-development activities. It includes a section for each of the following items:

- Personal Leadership Learning Plan
- Community Service Log Sheets and Service-Site Evaluation
- Handouts from Leader-Development Workshops
- Reflection Journal
- Cocurricular Transcript

True to one of the goals of Jesuit education, reflection is a crucial component of any experience worthy of being called service. To maximize the benefits of their service experiences and strengthen their leadership potential, students must reflect on their experience and how it has affected their lives. Simply attending workshops or performing service is not enough. Reflection is crucial in these developmental workshops because it allows each student the chance to review and interpret his or her experiences and to make meaning of those experiences.

The Cocurricular Transcript is an ongoing record of the student's involvement in various extracurricular activities, including community service. Each year students list their involvement in learning or service activities and note the skills or personal attributes they have developed as a result of their involvement. After documenting their experiences, students submit their information to the Department of Student Life for recording.

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Tarleton State University

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Leadership Certification Program

Educational Level: Undergraduate
Department: N/A
Format: Retreats, workshops, and service project
Stand Alone

DESCRIPTION

The Leadership Certification Program at Tarleton State University is a three-semester volunteer program for all interested students. Students receive certification on their academic transcript upon successful completion of the program.

COMPONENTS

Phase I
Begins with a two-day retreat that consists of team building, challenge course, and interactive sessions. Weekly workshops are held for two hours and workshops generally focus on introductory leadership topics such as:

- Communication and listening skills
- Personality types
- Goal setting
- Time management
- Etiquette session and dinner
- Leadership skills
- Feedback skills
- Motivation
- Effective presentations
- Parliamentary procedure and conducting effective meetings

Phase II
Begins with a two-day retreat. Weekly workshops concentrate on more advanced topics of leadership:

- Conflict resolution
- Dealing with difficult people
- Program/conference planning
- Careers and interviewing techniques
- Facilitation versus leadership
- Leadership ethics

Students also co-present two workshops, either to Phase I members or at conference, and plan and implement a group (Phase II) project. They also prepare for the community service project.

Phase III
Involves the planning and implementation of a community service project of no less than 25 volunteer hours.

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The Business Leadership Program

Educational Level: Undergraduate
Department: School of Management
Format: For-credit
Stand Alone

INTRODUCTION

Leadership, the process of persuasion or example by which members of a group are persuaded to pursue the group's objectives, is the focus of many new programs in education. The Business Leadership Program provides selected students with an opportunity to perfect their talents for business leadership. The program includes special sections of key business courses taught from the leadership perspective, leadership seminars, a mentor/internship program, and an independent leadership project.

FORMAT

The key courses are taught with a special emphasis on business leadership by faculty chosen for their exceptional teaching and their interest in the leadership concept. The leadership seminars will help the students assess and perfect their talents for leadership and will put them into contact with many business leaders. Noteworthy among the opportunities are the internships, where the students are placed with business leaders who serve as mentors, and the projects developed and executed by the students to demonstrate their leadership skills. The program will culminate in the students preparing portfolios on the essence of leadership, as derived from participation in the program, and defending their concepts of leadership before a faculty board.

SCHEDULE

JUNIOR YEAR

Fall
BLDR 351 Principles of Management I
BLDR 385 Business Leadership Seminar #1
Spring
BLDR 355 Business Ethics
BLDR 386 Business Leadership Seminar #2

SENIOR YEAR

Fall
BLDR 455 Policy and Planning
BLDR 485 Business Leadership Seminar #3
Spring
BLDR 484 Eloquentia Negotialis
BLDR 486 Business Leadership Seminar #4
Case-Study Defense

COURSES

BLDR 351 Principles of Management I
This course covers the key aspects of the management process for decision making. The focus is the organizational setting in which business leadership is exercised.

BLDR 355 Business Ethics
The individual and social ethics of the major areas of decision making in business from a leadership perspective.

BLDR 455 Policy and Planning
This is the capstone course for all business majors. Concepts and skills developed in the functional areas of accounting, finance, management, marketing, and production/operations are integrated and applied to the top-level management of an organization. Topics include analyzing organizational environment, setting missions and objectives, developing strategies and plans, allocating resources, and designing organizational structures, rewards, and control systems. Special emphasis will be given on the role of executive leadership and values in the articulation of a corporate vision and culture, and in the choice of growth and competitive strategies. Intended as a case- and project-oriented course.

BLDR 484 Eloquentia Negotialis
This final course examines modes of public discourse about economics, politics, and business. Taking *The Economist* as its text, the class will analyze the news, editorial, and advertisement content of this weekly magazine. Drawing from their diverse backgrounds in business coursework and from their common background in BLDR courses, students will examine the rhetoric of individual pieces. Students will articulate the results of this rhetorical and ethical analysis both through written reports and oral presentations to the class.

ONE-CREDIT SEMINARS

Business Leadership Seminar #1
Focus is on identifying the characteristics of leadership, self-assessment of personal strengths and weaknesses, and preparation of a plan for self-development.

Business Leadership Seminar #2
Focus is on identifying the tasks of the leader and enabling or empowering people to achieve the organization's goals.

Business Leadership Seminar #3
Student is placed in an organizational setting as a leadership intern to study the leadership of the organization.

Business Leadership Seminar #4
Student proposes, develops, and executes a project evidencing a high degree of leadership skills and activity.

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Wartburg College

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Portfolio-Based Leadership Certificate Program (LCP)

Educational Level: Undergraduate
Department: Institute of Leadership Education
Format: Curricular and cocurricular
Stand Alone

INTRODUCTION

The purpose of the Wartburg College Leadership Certificate Program (LCP) is to provide formal opportunities and acknowledge effective efforts by Wartburg students to demonstrate and reflect critically upon the Wartburg College definition of leadership, "taking responsibility for our communities, and making them better through public action."

The normative assumption underlying this definition is the belief that leadership education, properly conceived and executed, connects students to a defined community for purposes of achieving a common goal, and that this can contribute to their civic, social, and personal development as well as to their cognitive development. All of these attributes are presumed to be essential to a liberal arts education and vital both to the private interests of the lifelong learner of the 21st century and to the public contribution she or he can make to the sustenance of a democratic society.

The LCP recognizes that leadership education is a dynamic process that is dependent upon context. Rather than develop a highly prescriptive curriculum, the LCP requires students to take the initiative to identify leadership opportunities and capitalize on those within broad programmatic goals. It is the student's responsibility to demonstrate initiative, successful academic performance, the ability to experience and appreciate differences and diversity among individuals, the capacity to work with others toward a common goal, and to offer service to others. Furthermore, it is assumed that the more integrated these elements are, the more value they add to the student's future leadership potential. The student who successfully meets the requirements of the LCP will receive acknowledgment on his or her official transcript.

The LCP also recognizes that leadership is exhibited within some context, and that the context of one's chosen academic area of study is an appropriate, but not sufficient, context for the contemplation of leadership. It is the responsibility of the student, with the assistance of his or her instructors, to demonstrate the linkage between leadership and one's academic interests. This has the added advantage of giving the faculty members within the student's major area of study a role to play in how he or she believes leadership should be considered within the context of their respective areas of expertise. At the same time, leadership requires the ability to demonstrate a broad, multifaceted perspective. Consequently, students are also required to demonstrate linkages between leadership and contexts beyond their major area of study. This methodology has the added advantage of protecting leadership against being segregated from other departments and programs within the college.

COMPONENTS

The LCP is designed so that its required elements may be met through various combinations and sequences of curricular and cocurricular activities and projects defined by and tailored to the student's interests in collaboration with the LCP program director. The minimum requirements to be eligible to apply for the LCP are:

- Five courses completed with a minimum grade of C (2.00) for each course.
- A portfolio comprised of:
  - An LCP plan.
  - Reflection papers for the three elective courses.
  - Reflection paper on initiative.
  - Reflection paper on difference and diversity.
  - Student journal written in conjunction with the group work experience.
  - Reflection paper about the service component.
  - Summary reflection paper that assesses the student's activities while working toward the LCP and how it has contributed to his or her understanding of leadership and lifelong learning.

REQUIREMENTS

Initiative Requirement

Leadership requires individuals to take the initiative to help define their own destiny. The LCP is designed to encourage students to take initiative at the outset. The student interested in earning a certificate in leadership will develop an individualized plan that articulates how he or she intends to meet the requirements of the program within a specified timeline developed by the student. This plan will be reviewed by the program director and the student's faculty advisor. While not binding, it is assumed that the plan will serve as a blueprint for the student's progress toward certification, and modifications will require the approval of the program director. The student may develop a plan at any point during his or her Wartburg career as long as he or she is able to meet the requirements of the LCP. In addition, the student will develop a leadership portfolio that will provide documentation regarding his or her progress toward certification. Included in the portfolio will be the LCP plan. The portfolio will be reviewed by members of the Leadership Education Subcommittee (LES) after the student has met all other requirements for certification. A favorable LES review will be required before certification will be granted.

Academic Performance Requirement

Leadership requires that individuals acquire cognitive skills and develop the capacity to apply those skills in different contexts. Toward this end, students will complete five academic courses with a 2.00 grade point or better for each course. Two will be common courses required of all certificate students: LS115, Exploring Elements of Leadership, a new introductory course; and ID 315, Leadership Theories and Practices. Three courses will be electives. Each student must designate a course in his or her major as one with a leadership component. The student will provide evidence of how the course selected is likely to contribute to his or her understanding of leadership within the context of the discipline. Each student also must designate a course outside of his or her major as one with a leadership component. The student will provide evidence of how the course selected is likely to contribute to his or her understanding of leadership within the context of the course. The third elective may or may not be in the student's major area of study. Again, the student will provide evidence of how the course selected is likely to contribute to his or her understanding of leadership within the context of the discipline (if in the major) or the course (if outside of the major).

The rationale for requiring one course in the major is that the student should be able to reflect upon leadership within the context of his or her chosen discipline. At the same time, leadership transcends specific disciplines. Requiring at least one elective course outside the major provides the student the opportunity to reflect upon leadership within an alternative disciplinary context as a means to encourage cross-disciplinary critical inquiry. All courses must meet the approval of the program director prior to their respective offerings as meeting the requirements of the certificate program. The student will write a brief reflection paper at the conclusion of each elective course that explains how that course has contributed to his or her understanding of leadership within the context of that discipline. The reflection papers will be included in the student's portfolio.

Difference/Diversity Requirement

Leadership requires individuals to appreciate differences among people as assets, not liabilities. It also requires individuals to be able to think outside of their traditional paradigms. To help foster this perspective, the student will have at least one significant experience where he or she is exposed to an environment that is different from his or her own. This experience may be curricular, cocurricular, or independent of the college. A term abroad, Wartburg West, and off-campus May Term courses are examples of curricular offerings that might meet this requirement. The experience intended to satisfy this requirement must be approved by the program director. Upon completion of the experience, the student will write a reflection paper articulating how this experience contributes to his or her understanding of leadership. This reflection paper will be included in the student's portfolio.

Group Work Requirement

Leadership must be demonstrated in a group context. Therefore, each student must demonstrate the capacity to work effectively within a group toward a common goal that serves a community interest. How the student demonstrates leadership within the group is a function to be determined by the individual and others in the group. It need not be a formal position of leadership within the group, but there must be a demonstrable contribution that the individual has made to the group goal that reflects qualities of leadership, including initiative, vision, sustainability, and personal growth. This requirement may be met through curricular or cocurricular activities. The student will keep a journal of this experience that will be included in his or her portfolio. In addition, an adult professional who has some experience with the activity or project will be asked to provide a confidential summary evaluation to the program director of the student's contribution to the group activity or project.

Service Requirement

"Taking responsibility for our communities and making them better through public action" requires that we appreciate lives of service and leadership as mutually reinforcing enterprises. Effective service is not only service to others, but simultaneously service to one's self by how the experience helps enrich us personally as human beings. Service in this context is not altruistic because the service provider is also the beneficiary of the service experience. Each student will undertake a service activity and write a reflection paper about how that activity contributes to his or her understanding of Wartburg's definition of leadership. This will be included in the student's portfolio. The service activity must be approved by the program director.

Additional Activities
It is anticipated that students interested in the LCP will search out additional opportunities to enhance their leadership growth and potential. The mentoring program and Leadership Issues Dinners are two quality programs that serve this function. While not requirements for the LCP, participation in such activities is strongly encouraged by the LES and would normally strengthen an individual's leadership portfolio.

Certification Requirement
Once the student has met the above requirements, he or she is eligible to apply to the LES for certification in leadership. The importance of effective communication is implicit in the structure of the LCP and must be demonstrated in applying for certification. The primary evidence offered by the student will be his or her portfolio, which will reflect the culmination of work undertaken throughout the semester. A one- to two-page leadership resume will serve as an introduction to the portfolio. A written conclusion to the portfolio will summarize how the portfolio demonstrates the student's understanding of leadership through the integration of the program requirements. This final document of the portfolio is intended to demonstrate the student's critical inquiry skills and the capacity to link past leadership education opportunities to one's future plans and goals as evidence of potential to be a lifelong learner. The faculty and professional staff members of the LES will review the portfolio and determine whether LCP requirements have been met.

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Webster University

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Student Leadership Development Program

Educational Level: Undergraduate
Department: N/A
Format: Certificate program
Stand Alone

INTRODUCTION

The Student Leadership Development Program provides students with the knowledge, education, and development to assume leadership on campus, in society, and in the global workforce. Whether you have formal leadership experience or want to develop your leadership potential, you will find opportunities to utilize, develop, and implement your skills through the Student Leadership Development Program.

The Leadership Certificate Program is designed to be completed at your own pace and according to your individual interests. The program consists of four components: The Core Curriculum, Practical Experience, In-Service Training, and Community Service, with points assigned for participation in each. The Leadership Certificate will be awarded to students who complete the program's requirement of 100 points.

GOALS

- To enhance student learning and personal development by providing leadership training and experiences that are fully compatible with the general-education mission and goals of the undergraduate program.
- To provide diversity training so that students gain a full appreciation for cultural differences and the skills necessary to work in a multicultural setting.
- To assist students in assessing their leadership skills, abilities, and goals.
- To enhance campus life by establishing a pool of well-trained student leaders.

- To empower students to be productive citizens beyond the campus community.
- To provide training and development that will strengthen students' career opportunities.

COMPONENTS

Leadership Core Curriculum (50 points)

The core curriculum of this program is a two-credit, 16-week course that provides students with the knowledge and skills to become effective leaders in a multicultural world. Topics to be covered are:

- Personal self-assessment
- Interpersonal communication
- Teamwork and collaboration
- Leadership in a diverse community
- Organizational dynamics
- Ethical decision making
- Goal setting and motivation

Practical Experience (25 points)

This component of the program requires students to actively participate in an on- or off-campus leadership position for at least one semester; for example, resident assistant, orientation leader, student-government leader, Career Center paraprofessional, University Center student supervisor.

In-Service Leadership Development (15 points)

A series of continuing-education training opportunities (e.g., lectures, workshops, retreats) that build on the core curriculum and provide an ongoing structure for the development of knowledge and skills, as well as an opportunity for cross-training from the leadership practicum.

Community Service (10 points)

Placement in a volunteer position in the community for at least ten hours during an eight-week period.

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Wilmington College

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Developing Leaders Program (DLP)

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit and cocurricular
Stand Alone

INTRODUCTION

The Developing Leaders Program (DLP) is a four-year academic and cocurricular program designed to educate, train, and prepare selected students for leadership. Students are selected for participation in the Leaders Program based on their previous and current leadership experiences and their activities, their academic qualifications, and their successful completion of the selection competition. The college recognizes that the process of becoming an effective leader is developmental and ongoing. Therefore, the Developing Leaders Program is structured to assist and facilitate the leadership development of each student participant. The student leaders selected to participate in the DLP are grouped by class and enroll each semester in a Leadership Practicum. The Leadership Practica progress in content and activity.

EXPECTATIONS

- A DLP student must maintain an accumulative grade-point average of 3.3 at the end of each academic year and remain in good academic and social standing. Grades will be reviewed at the end of each semester and probation may be given for a semester GPA below 3.3.
- During the freshman year:
  - Participate in a service-learning activity.
  - Be active in one SGA-recognized student organization.
- During the sophomore, junior, and senior years, select one of the activities below:
  - Be an officer in at least one SGA-recognized organization.
  - Be an effective member in two SGA-recognized organizations. One of the organization requirements

  may be substituted with any academic or administrative department internship.
  - Be a site coordinator for the Center for Service Learning.
- Be actively involved in the recruitment and selection of successive classes for the Developing Leaders Program.
- Enroll in a Leadership Practicum each semester as long as you are in the program. Participants will receive one academic credit per year.
- Each semester make a commitment to contribute to the success of a leadership project through its planning, implementation, and evaluation. The leadership project must be approved by the Director of Student Activities.
- Attend leader meetings during each semester, called by the Director of Student Activities.
- Evaluation: All Developing Leaders will schedule individual evaluations with the Director of Student Activities during the 11th to the 14th weeks of spring semester.
- Changes or exceptions to the expectations and requirements must have advance written approval by the Director of Student Activities.

COMPONENTS

FIRST-YEAR PRACTICUM

Purpose

Through the class experience and related class activities, members of the class will begin to explore campus leadership opportunities and make a personal commitment to a class leadership project. One of the objectives of the class activities is to create a positive learning environment and for class members to establish supportive relationships within the class. The members of the class will be introduced to the social change model of leadership development. There are three different levels in which the social change model examines leadership. This course will focus on the individual values considered to be critical elements in the leadership development model: consciousness of self, congruence, and commitment.

An honest and sincere commitment to self-development and growth is a necessity from each class member. Everyone in the class brings special and important gifts, talents, and strengths. It is hoped that each member of the class will learn to fully appreciate each other's gifts and talents; to establish a positive, creative, and energetic approach to problem solving; and to develop a better understanding of skills needed for effective leadership.

Texts

Covey, S. R. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon & Schuster.

Murray, J. L. (1994). *Training for student leaders.* Dubuque, IA: Kendall/Hunt.

Selected readings.

Requirements

Class is pass/fail. Class attendance and participation is mandatory. Participation in a class project is required.

Outline

Session	**Topic**
1	Course Introduction and Getting to Know Classmates
2	Camp Joy Experiential Learning Center Ropes Course
3	Problem Identification, Commitment, Passion, Risks
4	Wilmington College's Westheimer Peace Symposium
5	Class Leadership Project Identification and Planning
6	Leadership Topics Identification and Scheduling
7	Myers-Briggs Type Indicator® Leadership Assessment
8	Effective Meetings, What Works, What Doesn't Work
9	Decision-Making Processes: Majority versus Consensus
10	Improving Communication: Listening/Speaking/Nonverbal
11	Professional Etiquette, Dress, Manners, Personal Presentation
12	Leadership and the Nonviolent Solution to Conflict
13	Introduction to Mediation: A Seven-Step Process
14	Lebanon/Warren Company Corrections W.C. Degree-Program Visit
15	Midyear Assessment
16	"Jailbreak" Teambuilding Exercise
17	DLP Dinner Meeting and Spring Semester Activities
18	*Gandhi* Video on Leadership in Nonviolence and Love
19	Goal Setting and Follow Through
20	Leadership Selection Competition Training Session Read Covey, ch. 2
21	*Martin Luther King, Jr.* Video Read Covey, pp. 46-62
22	Internships and Academic Planning Guest speaker Read Covey, pp. 66-94
23	Leadership Project Planning Make an appointment to work on resume

24	Understanding Others, A World of Differences Guest speaker Read Murray, pp. 47-63
25	Understanding Others Read Murray, pp. 63-78
26	Personal Reflections of a Peace Activist Guest speaker Read Covey, pp. 96-128
27	Community Day Personal mission statement due Read Covey, pp. 128-144
28	Project Evaluations Schedule individual evaluations Read Covey, pp. 146-168
29	Visit with State Government Official in Columbus, Ohio Answer application Read Covey, pp. 169-182
30	Professional Etiquette Dinner Meeting

SECOND-YEAR PRACTICUM

Purpose

Define leadership, theories of leadership, and leadership styles, with particular emphasis on group building and dynamics. The class will also focus on developing skills and techniques for leadership of groups, including collaboration, delegation, negotiation, and dealing with conflict. The members of the class will continue to explore the social change model of leadership development. There are three different levels in which the social change model examines leadership. This course will focus on the group values considered to be critical elements in the leadership development model: collaboration, common purpose, and controversy with civility.

An honest and sincere commitment to self-development and growth is a necessity from each class member. Everyone in the class brings special and important gifts, talents, and strengths. It is hoped that each member of the class will learn to fully appreciate each other's gifts and talents; establish a positive, creative, and energetic approach to problem solving; and develop a better understanding of skills needed for effective leadership.

Texts

Murray, J. L. (1994). *Training for student leaders.* Dubuque, IA: Kendall/Hunt.

Selected readings.

Requirements

Class is pass/fail. Class attendance and participation is mandatory. Participation in a class project is required.

Outline Session	**Topic**
1	Introduction, Expectations, Assignments, Icebreakers, Team Building
2	What Is Leadership? Are Leaders Made or Born? Leadership vs. Management
3	Group Dynamics/Group Processes, Relationships versus Tasks, and Dysfunctional Groups
4	Styles of Situational Leadership, Review Myers-Briggs Type Indicator® A/B Personality
5	Communication Styles: One-Way or Two-Way
6	Goals and Evaluation, Goals and Objectives, Assessment Instruments
7	Organizational Tools and Effective Meetings: Minutes, Agendas, Consensus vs. "Roberts' Rules of Order"
8	Diversity, Stereotypes, Prejudice, and Multiculturalism
9	Values and Ethics: Definitions, Scruples Statements, Case Studies
10	Gender Issues, Feminine Leadership, and Assertiveness
11	Resolving Conflict, Decision Making, and Problem Solving
12	Personal Wellness, Workaholism, Stress and Time Management
13	Motivation and Delegation
14	Creativity: Chaos and Change
15	Power, Authority, and Organization Structures
16	Elements of an Effective Argumentation Essay
17	The Five Disciplines of Learning Organizations
18	Team-Factor Survey
19	Guest Speaker
20	Leaders Training for Selection Day
21	Why Teams Don't Work from Robbins/Finley
22	Working with Difficult People—It Can Be a Real Zoo Out There! From Norwood/Nunez, *Managing the Animal*
23	RSVP Game from Nilson, *Team Games*
24	Kouzes, Posner, *Ten Commitments to Leadership*
25	Guest Speaker
26-29	Open Program
30	Program Evaluation

THIRD-YEAR PRACTICUM

Purpose

The purpose of this class is to explore leadership in the context of societal and community values. Junior leaders will identify and engage in individual leadership projects, appropriate for their own development and interests, and work for positive change in the community. Class activity will include a collaborative effort to support and assist the individual projects, and additional leadership resources in formation and activity. The members of the class will complete their exploration of the social change model of leadership development. There are three different levels in which the social change model examines leadership. This course will focus on the community/societal values considered to be critical elements in the leadership development model: citizenship, creating change, and making a difference.

An honest and sincere commitment to self-development and growth is a necessity from each class member. Everyone in the class brings special and important gifts, talents, and strengths. It is hoped that each member of the class will learn to fully appreciate each other's gifts and talents; establish a positive, creative, and energetic approach to problem solving; and develop a better understanding of skills needed for effective leadership.

Texts

Murray, J. L. (1994). *Training for student leaders.* Dubuque, IA: Kendall/Hunt.

A social change model of leadership development. *About Campus July/August 1996 Guidebook.*

Selected readings.

Requirements

Class is pass/fail. Class attendance and participation is mandatory. Participation in a class project is required.

Outline

Session	**Topic**
1	Welcome, Information, Leadership "Best"
2	Music Metaphor/Leadership Triangles Read: Murray, ch. 1; Foreword from *Enlightened Leadership*; *USA Today* article on "Conceptual leadership"
3	Project Planning Guest speaker Read: Murray, ch. 9; Guidebook, pp. 70-73
4	Reflection, Portfolio Introduction Guest speaker
5	Leadership Palette Guest speaker Read: Murray, ch. 4
6	7 C's Overview Guest speaker Read: *About Campus July/August 1996 Guidebook*, pp. 18-27
7	ABC Game, Consciousness of Self Guest speaker Read: Murray, ch. 2-3; *Guidebook*, pp. 31-35
8	Congruence Guest speaker Read: Murray, ch. 8; *Guidebook*, pp. 36-39
9	Commitment Guest speaker Read: *Guidebook*, pp. 40-47
10	Class Dinner
11	Collaboration Guest speaker Read: Murray, ch. 7; *Guidebook*, pp. 48-54
12	1, 2, 3 Game: Common Purpose Guest speaker Read: Murray, ch. 6; *Guidebook*, pp. 55-58
13	Controversy with Civility Guest speaker Read: *Guidebook*, pp. 59-64
14-15	Citizenship Mid-year review Read: *Guidebook*, pp. 65-69
16	Welcome Back/Second-Semester Overview
17	Developing Leaders Dinner Meeting
18	Emerging Leadership *Sister Act* video
19	Guest Speaker
20	Leaders Training for Selection Day
21	Program Review/Presentation
22	Perspectives and Perceptions of Leadership *Zea* video
23	Reflective Writing Review
24	Presentation Review
25	Guest Speaker
26	Leadership Forum
27-29	Individual Project Presentations
30	Individual Project Presentations Year review

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ACADEMIC COURSES – GRADUATE

The master's and doctoral-level courses in this section focus on theory, research, and self-development. Some are stand-alone courses and seminars within various areas of study. Others are part of comprehensive leadership programs. Each course is a for-credit offering. Many are designed for working students with several years of leadership experience.

CONTENTS

AUGSBURG COLLEGE 104
Self-Identity, Values, and Personal Growth
A course that examines the concepts of self-identity, values, and personal growth as related to professional and personal life.

AUGSBURG COLLEGE 105
Political Leadership: Theory and Practice: Focus on USA/Russia/United Kingdom
A course the focuses on political leadership as a concept and analyzes various theories of political leadership, past and present.

AUGSBURG COLLEGE 107
Women and Leadership: A Seminar
A seminar that analyzes women and leadership from various perspectives.

CHAPMAN UNIVERSITY 110
Contemporary Issues in Organizational Leadership
An organizational leadership course that examines recent theoretical and practical advances related to organizational leadership.

CHURCH RESOURCE MINISTRIES 111
Leadership Emergence Theory
A School or World Mission course that examines Godly leadership.

CHURCH RESOURCE MINISTRIES 113
Change Dynamics: Implementing Change in Christian Organizations
A course that analyzes a major transition model and four other major change models.

COLLEGE OF NOTRE DAME 116
Leadership Seminar
A psychology course that critically examines important models and influences on leadership to help participants become more effective leaders.

DUQUESNE UNIVERSITY 120
Introduction to the Graduate Study of Leadership
A course that examines the issues, dilemmas, and challenges facing individuals who are in positions of leadership or who aspire to leadership positions in their organizations.

FLORIDA ATLANTIC UNIVERSITY 121
Leadership Assessment and Development
An educational leadership course that uses assessment procedures and simulations to provide indicators of individual leadership style and effectiveness.

INDIANA UNIVERSITY OF PENNSYLVANIA 123
Research Instrument Design for Leadership Studies
A professional studies in education course that prepares students to critique and develop research instruments for their own dissertations.

MARIETTA COLLEGE 126
Leadership Theories and Concepts
An education and training for business course that introduces the major theories and concepts of leadership.

MARIETTA COLLEGE 127
Leading Change in Organizations
An education and training for business course that covers topics involving internal and external change agents in organizations.

McGILL UNIVERSITY 128
Women as Global Leaders and Managers
A business administration course that uses historical images, societal trends, and future visions to understand the role of women as global leaders.

QUEENSLAND UNIVERSITY OF TECHNOLOGY 133
Changing Agendas in Leadership Education
A course in the school of cultural and policy studies that examines the continuing development of approaches to the study of leadership.

QUEENSLAND UNIVERSITY OF TECHNOLOGY 135
Educational Leadership, Power, and Careers
A course in the school of cultural and policy studies that focuses on crucial issues in the nature of work and an understanding of the concept of career in the changing world.

REGIS UNIVERSITY 136
Managerial Leadership
A business course that provides the student with leadership skills in managing the work team.

RICE UNIVERSITY 139
Schlumberger Initiative for Women
A student affairs course designed to provide unique opportunities for leadership development among women students in science and engineering.

ROWAN UNIVERSITY 140
Leadership Theory
An educational leadership course that provides an introduction to leadership theory and practice.

SEATTLE UNIVERSITY 144
Leadership and Change Management
A public administration course that focuses on the practice of leadership.

UNIVERSITY OF IDAHO 146
Developing Leaders
An agricultural and extension education course that encourages students to become leaders.

UNIVERSITY OF MINNESOTA 148
Cross-Cultural Perspectives on Leadership
An educational policy and administration course that develops students' comprehensive and multidisciplinary knowledge of leadership and culture.

UNIVERSITY OF NEBRASKA–LINCOLN 151
Developing Leadership Capacity in Organizations and Communities
An agricultural leadership course that exposes students to major theoretical concepts of leadership.

UNIVERSITY OF NORTH CAROLINA–GREENSBORO 153
Leadership in Team-Based Organizations
A business administration course that imparts cutting-edge thinking on leading all types of teams.

UNIVERSITY OF NORTHERN COLORADO 155
Leadership Development Through Inquiry
An educational leadership and policy studies course that prepares individuals to assume formal and informal leadership roles in educational organizations.

UNIVERSITY OF NORTHERN COLORADO 156
External Environments: Social, Political, and Economic Influences in Educational Leadership
An educational leadership and policy studies course that explores the external influences on policies and operations in educational institutions.

UNIVERSITY OF NORTHERN COLORADO 157
Understanding People: Professional Development and Educational Leadership
An educational leadership and policy studies course that introduces the fundamentals of working with people within educational organizations.

UNIVERSITY OF NORTHERN COLORADO 159
Shaping Organizations: Management and Leadership in Education
An educational leadership and policy studies course that examines various approaches to understanding organizations.

UNIVERSITY OF PENNSYLVANIA 160
Foundations of Leadership and Teamwork
A management course that is an opportunity to increase your capacity to lead throughout your career.

WIDENER UNIVERSITY 165
Women, Learning, and Leading in Education
An education course that focuses on policy and leadership issues and how education in our society has served the needs of women.

XAVIER UNIVERSITY 167
Leadership
A management and entrepreneurship course that assists students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice.

Augsburg College

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Self-Identity, Values, and Personal Growth

Educational Level: Graduate
Department: Master of Arts in Leadership
Format: For-credit
Part of: Master of Arts in Leadership Program at Augsburg College

DESCRIPTION

Study of the concepts of self-identity, values, and personal growth as related to professional and personal life. This course employs psychological, philosophical, and theological perspectives to explore the role of the individual in the larger social context. Major topics include the acquisition, development, and evolution of self-identity and values, the influence of sex roles, and the relationship to spiritual growth.

OBJECTIVES

- To increase your knowledge of theories and concepts related to self-identity and values from psychological, sociological, anthropological, and theological perspectives.
- To stimulate your critical and creative-thinking abilities through application, analysis, and synthesis of course material.
- To facilitate the development and articulation of your philosophy of life—your beliefs about the nature of life and the purposes of your own life.
- To examine some of your beliefs and opinions about human behavior.
- To make informed moral decisions and to discern and respond to ethical concerns.
- To have you take the initiative to direct your own activities through selecting a course text for yourself and through developing and doing your own assignment.
- To have you relate all of the above to leadership.

TEXTS

Becker, E. (1975). *Escape from evil.* New York: Free Press.
Glasser, W. (1985). *Control theory: A new explanation of how we control our lives.* New York: HarperCollins.
Hagberg, J. (1994). *Real power: Stages of personal power in organizations.* Salem, WI: Sheffield.
Jung, C., Von Franz, M. L., & Henderson, J. (1969). *Man and his symbols.* New York: Doubleday.
Set of sociology readings
Self-selected text

ASSIGNMENTS/EVALUATION

1. **Pre-Discussion Question (PDQ) Sheets—1/3 of grade**
To facilitate your thinking and our class discussions and to provide the instructor with feedback about how you are experiencing the material, you are to complete one of these sheets in advance of each of our sessions when text material is to be discussed. PDQ Sheets will be collected, read, and returned at the next class meeting. Thoughtful responses on the PDQ Sheets will be very useful to you when it comes time to write a paper based on the text we are reading.

2. **Six Short Papers (600-900 words)—each paper 1/8 of grade**
These will be based on the required text material and a self-selected text. There are two purposes for these papers. First, they provide an opportunity for you to demonstrate your understanding of the text material in writing. (There will be no tests/exams.) Second, the papers will focus on various forms of critical thinking, including application, analysis, and synthesis. The Leadership Dimensions of "problem analysis" and "innovation and creativity" will be emphasized.
Application—Involves the use of specific theories, principles, and methods to solve problems.
Analysis—Involves the breakdown of material into its constituent parts and includes the ability to recognize unstated assumptions, identify the main issue in a statement, and identify weaknesses or flaws in an argument.
Synthesis—Involves putting together elements or parts from many sources in novel ways.

3. **Leadership Dimensions Assignment**
Each student is to develop and do his or her own assignment based on one or more of the MAL program's 13 Leadership Dimensions. First, a written proposal is to be developed in which you describe your project. A proposal form will be provided. The assignment may be completed by doing a class presentation/exercise or by submitting a written report. Additional details and criteria for evaluation will be provided.

OUTLINE

Session	Topic
1	Introduction
2	Mail in Myers-Briggs Type Indicator® form
3	Jung, ch. 4-5 and Conclusion, and PDQ Sheet Leadership Dimensions Survey Responsibilities/Expectations Sheet
4	Jung, ch. 4-5 and Conclusion, and PDQ Sheet
5	Glasser, Preface, ch. 1-12, and PDQ Sheet Due: Jung Paper
6	Glasser, ch. 13-21, and PDQ Sheet Due: Proposal for Leadership Dimensions Assignment
7	Hagberg, ch. 1-6, and PDQ Sheet Due: Glasser Paper Due: Self-Selected Text Form
8	Hagberg, ch. 7-12, and PDQ Sheet
9	Sociology Articles and PDQ Sheet Due: Hagberg Paper
10	Due: Sociology Articles Paper
11	Becker, Preface, Introduction, ch. 1-4, and PDQ Sheet
12	Becker, ch. 5-10, and PDQ Sheet
13	Student Presentations Due: Becker Paper
14	Due: Self-Selected Text Paper
15	Student Presentations Due: Written Report on Leadership Dimensions Assignment (if not a class presentation)

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Political Leadership: Theory and Practice: Focus on USA/Russia/United Kingdom

Educational Level: Graduate
Department: Master of Arts in Leadership
Format: For-credit
Part of: Master of Arts in Leadership Program at Augsburg College

DESCRIPTION

This course focuses on political leadership as a concept and analyzes various theories of political leadership, past and present. These are important leadership theories that transcend politics and are often applied to business and other organizations. The course pays special attention to political leadership in the U.S., Russia, and the U.K., especially at the highest levels. The course begins with an overview of selected theories and concepts of leadership and then focuses on several country case studies. The first part of the course centers on theories and concepts of political leadership so that the student can later freely and capably apply these theories. The readings in Kellerman are fairly intensive during the first few weeks. Once the material is digested and applied, one's ability to analyze and discuss leaders, leadership, and other applications of the theories rises significantly.

GOALS

The seminar endeavors to study the complex dimensions of political leadership in the context of leadership generally and in the context of Augsburg's leadership development model. The student will engage in critical and analytical thinking about leadership and its application to the political arena. Many of the theories' premises, assumptions, and practices of political leadership are relevant to managerial leadership and other forms of administrative leadership. Study of some theories and concepts may result in one's acquiring principles and strategies for life and work as well as awareness of strategies, problems, and situations to avoid.

TEXTS

Blakesley, L. (1995). *Presidential leadership: From Eisenhower to Clinton*. Chicago: Nelson-Hall.

Kellerman, B., Ed. (1994). *Political leadership: A source book*. Salem, WI: Sheffield.

Walsh, D., Best, P. J., & Rai, K. (1995). *Governing through turbulence: Leadership and change in the late twentieth century*. Westport, CT: Praeger.

Recommended:

Hacker, D. (1997). *A pocket-style manual*. New York: Bedford Books.

Additional readings as assigned.

EXPECTATIONS

- The student is expected to complete all the work in the seminar, including written and oral assignments and readings for class discussion. Two copies of all papers must be submitted.
- Although there are a few lectures, the course features discussion. Participation in the central discussion of the class is an important part of the seminar. Students are asked to refrain from side conversations and remarks that detract from the central discussion. A good leader has to be able to listen as well as speak. The assumption is that we can all learn from each other's insights. If one has something important to say, everyone should have the opportunity to hear it. Side conversations are strongly discouraged by the instructors.
- Although career demands may necessitate an occasional absence, regular attendance and seminar participation are requirements of the course.
- Each student is responsible for assignments and announcements made in class sessions whether or not they are present.
- The Three Projects: For all three projects, the student must use an accepted documentation style. Hacker's short manual is recommended for this purpose. Hacker demonstrates the use of both the MLA style and the APA style.
- The student is urged to keep up-to-date on current leadership issues in the U.S., U.K., Europe, and Russia. Regular reading of quality newspapers and journals is recommended. The instructor can assist you in getting student rates to several publications. *The Washington Post* is especially helpful and available at a discount.

EVALUATION

Project I—100 points

A leadership case study of a political figure (Thatcher, Gorbachev, Yeltsin, or Clinton) to apply the theories that we have learned. This should not be a biography but an analysis of the leadership behavior of the person studied. We expect the student to demonstrate a command of the course's theoretical material in the analysis. Approximately 7-10 pages.

Project II—100 points

Research Paper: Analysis of an American President: A Case Study of the Leadership of Bill Clinton as President. This should not be a biography but an analysis of leadership behavior and style. Approximately 7-10 pages.

Project III—100 points

Write a paper on one of the following themes:

- The Meaning of Thatcherism
- The Significance of the Gorbachev Reforms
- Yeltsin: Democrat or Demagogue
- Views of the New Europe: Kohl versus Thatcher
- Political Leadership and the Russian Tradition

Length: 7-10 pages. The paper should reflect a careful analysis of the problem cited in the topic.

Seminar Participation—100 points

OUTLINE

Session	Topic/Assignment
1	Introduction to Political Leadership Requirements, Procedures, Themes –Submit survey sent out with syllabus –Group Discussion: What is leadership? –What is political leadership? Introduction of class members and interests Assignment: Prepare a one-page statement of your personal goals, plus the First Day Survey. Exercise: Rating the Presidents
2	Concepts of Political Leadership –Overview: Kellerman, pp. 1-100 –Optional: Kellerman, pp. 129-192
3	Leadership and Followership –Kellerman, pp. 101-128, 269-348 –Blakesley, ch. 1-3 –Select topic for Project 1
4	Leadership in Perspective: Governing in Turbulence –Varieties and Attributes of Leadership –Kellerman, pp. 193-268 –Walsh, ch. 1-2 –Blakesley, ch. 1-3 Note: Not all of these will be discussed in class. Discussion: What can political leaders and political theories of leadership teach that apply to other sectors of life? Business, nonprofit institutions, etc. For part of the class, we may have a guest speaker on the theory of the role of enemies.

5 Project I: Application of Theory to a Political Leader
Discussion of Papers

6 The Soviet/Russian View of Leadership
  –Russian Views of Leadership
  –Patterns of Leadership: Past and Present
Read at least one of the following on reserve:
- Anthology (Noonan, Ed.), ch. 5 Smith, ch. 6 Roeder, ch. 7 Beissinger
- Colton and Tucker, ch. 1 (Tucker)

7 Political Leadership from the Tsars to Brezhnev
The Gorbachev-Yeltsin Eras
Walsh, ch. 6
On reserve, read either:
- Noonan and Rule, ch. 8, 9 (Noonan, Racanska)
- Colton and Tucker, ch. 2, 3 (Lane, Colton)

8 The American President
  –Approaches to the Office
  –Presidential Decision Making and Style
Assignment: Blakesley, ch. 1-6
Recommended, on reserve: Anthology (Noonan, Ed.), ch. 2 (Neustadt)

9 The Changing American Presidency
Presidential Leadership: Yesterday and Today
Assignment: Blakesley, ch. 7, 13-16
Discussion of ch. 8-12

10 Modern British Politics and Leadership
Assignment: Kellerman, pp. 349-454
Walsh, ch. 3
Recommended: Gardner, ch. 1, 2, 12
Project II due

11 Parliamentary Democracies: An Overview
Assignment: Walsh, ch. 4, 7
Recommended: B. Jones, ch. 19

12 Project III: Paper due on one of the following topics
  –The Meaning of Thatcherism
  –The Gorbachev Reforms
  –Yeltsin: Democrat or Demagogue
  –Views of the New Europe: Kohl vs. Thatcher
  –Political Leadership and the Russian Tradition
(or a related topic chosen in consultation with the instructors)
Discussion/Presentation of Papers
Part II: Conclusions on the Course

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Women and Leadership: A Seminar

INTRODUCTION

This seminar aspires (this verb was chosen carefully) to analyze women and leadership from various perspectives. It is not merely a selected set of case studies of successful women leaders; it is not merely an analysis of why women do or do not succeed as leaders; it is not a self-help course; and it is certainly not intended to be a series of gripe sessions. It is not a lecture course nor a course devoted exclusively to discussing a prescribed set of readings. While the seminar will have structured topics and themes for each session, there will be opportunities for inclusion of other issues, concerns, and topics within the broad themes outlined. The texts should be used as a springboard for discussion, not as "the truth."

GOALS

A good word to summarize the goals of the course is exploration. The seminar is intended as a journey of exploration into issues, such as the dimensions of leadership, the relationship of women to leadership, whether there are women's approaches to leadership, or whether good leadership is essentially androgynous.

Our goal in seminar discussion is multilateral participation and the intermingling of numerous ideas and concepts, well argued and well presented, without acrimony. One aspect of this goal is the development of one's ability to discuss sensitive topics rationally and dispassionately. The seminar probably cannot totally avoid emotional overtones, since some traditional concepts of leadership are challenged as are some feminist countertheories of leadership and participation, and tempers and emotions may flair up in such discussions. Some theorists might be regarded as promoting a male, establishment perspective, others may be seen as radically feminist, while still others may argue for gender neutrality. Some readings have been chosen in part because they present views directly in opposition to other readings. The instructor takes no responsibility for, or ownership of, the theories to be read and discussed, but intends that seminar participants study, evaluate, and assess a variety of theories, opinions, and perspectives to reach their own conclusions about the topic. No one is likely to agree with everything they read in the course.

In the words of Anne Wilson Schaef, "It is not necessary to deny another person's reality in order to affirm my own." The assignments may include work that will draw upon one's weaknesses as well as one's strengths. The purpose of the MAL program is to build on strengths and improve areas of weakness. (Often it is easier to emphasize one's strengths and hope the instructor will not notice one's relative weakness.)

OBJECTIVES

Students who want or need to do more reading in mainstream theories of leadership will find the anthologies edited by Kellerman, *Leadership: Multidisciplinary Perspectives* and *Political Leadership,* useful. The course will discuss a few "mainstream" theories and a variety of women-centered theories, which have emerged in recent years. Students are also expected to bring into the course theories and concepts of leadership, which they have studied in other graduate courses. A word of caution: This may not be a course for those who always seek to feel comfortable in their studies. Comfort in learning is a nice idea but may have the side effect of avoiding the challenge of new ideas and perspectives. Through discomfort we are challenged to make an intellectual breakthrough and reach a new level of understanding. Comfort can lead to complacency and a desire not to disturb one's familiar world. The course seeks to maintain civil discourse at all times, while allowing for lively debate and disagreement.

By the end of the course, the student should be more aware of the issues that affect women and leadership, should be more knowledgeable about women-centered theories of leadership, and should be better able to compare those with mainstream theories of leadership. The student should also be more knowledgeable about women leaders in various arenas of society, especially business and public life.

TEXTS

Cantor, D., & Bernay, T. (1992). *Women in power: The secrets of leadership.* Boston: Houghton Mifflin.

Heim, P., & Galant, S. (1992). *Hardball for women: Winning at the game of business.* Los Angeles: Lowell House.

Helgeson, S. (1990). *The female advantage.* New York: Bantam Books.

Jamieson, K. H. (1995). *Beyond the double bind: Women and leadership.* New York: Oxford University Press.

Recommended for background:

Kellerman, B., Ed. (1984). *Leadership: Multidisciplinary perspectives.* Paramus, NJ: Prentice Hall, or

Kellerman, B., Ed. (1994). *Political leadership: A source book.* Salem, WI: Sheffield, or

Buker, E., Leiserson, M., & Rinehart, J. (1994). *Taking parts: Ingredients for leadership, participation and empowerment.* Lanham, MD: University Press of America.

Additional readings as assigned.

REQUIREMENTS AND EVALUATION

- Keep up-to-date on the readings on a weekly basis.
- Read pertinent articles in newspapers and periodical literature that addresses major issues of society, leadership, etc., and relate it to the Seminar. *The Washington Post National Weekly Edition* is an especially good source. There will usually be a lot of material about the administration, women in the administration, the very visible First Lady, and often some discussions of women's issues.
- The Projects: This course will have several short written projects that examine and explore various issues, theories, and people:

Project 1—100 points
A brief written analysis of a woman leader in politics, business, or the nonprofit sector, with a view to analyzing the patterns of her successes, failures, ability to lead, etc. The student is expected to analyze and apply leadership theories to his or her analysis of the chosen leader. (One may choose any prominent woman, past or present.) This report will be submitted as a 5-7 page paper, including notes, bibliography, and references. There will be a brief oral presentation in discussion format.

Project 2—50 points
A comparative analysis of Heim and Helgeson from a woman and leadership perspective. How do the two approaches differ? In what ways are they the same? The review should be about 3-5 typewritten pages. (Use page citations as appropriate.) Presentation in discussion format.

Project 3—50 points
Analytical Review of Women's Dilemmas posed in Jamieson. Jamieson poses a number of dilemmas women face in varied situations and different stages of their lives. Analyze these dilemmas in the light of women and leadership.

Project 4—100 points
Summary paper analyzing a theory of leadership and how that theory can be analyzed from a woman and leadership perspective. The student should find a theory of leadership that he or she wishes to study and critique. In the coursework in the MAL program, one is presented with numerous theories. On the assumption knowledge is cumulative, this should be an opportunity to review one or

more theories that may have intrigued you in other courses. Or, one may develop a new theory of leadership (if one approaches it as a research project with credit to other theories on which the new theory is based since almost no ideas are completely new). The paper should be at least 5-7 pages long and documented with sources, theories, etc. One must use several sources for this project, besides the texts, at a minimum. One cannot base the entire paper on one source, whether a book or article. This project should not merely summarize the readings in the course.

Time will be set aside for presentation of Project 4, plus shorter time for discussion of Projects 1, 2, and 3.

OUTLINE

Assignments are given below. Class size and interests may affect the schedule. It may be necessary to reschedule one or more days.

Session	**Topic**
1	I. Introduction to the Course A. What are the issues? Introduction to the class; survey of individual and group concerns; overview of assignments and course; overview of books Roundtable: Individual interest/suggestions Submit First Day Survey and Honesty Policy document
2	II. Women and Leadership Theories: Some Basic Concepts and Approaches A. Selected leadership theories: an overview 1. Leadership: some mainstream theories: brief lecture 2. Students' suggestions of pertinent leadership theories 3. Some ingredients for leadership Jamieson, ch. 1 Recommended Readings from reserve: Try to read at least one: Selections from Kellerman, either book Lahti and Kelly, ch. 1 (theory of gender power) Buker, Leiserson, & Rinehart, ch. 1-5
3	II.A. Leadership theories (discussion continued) B. Pertinent theories from other courses. Bring to class and submit a brief (1-2 pages) summary of a leadership theory you have studied in another course (or on your own) and be prepared to discuss it very briefly. C. Women-centered theories Rosener: "Ways Women Lead" (handout) Helgeson, ch. 1-2 Cantor and Bernay, ch. 1, pp. 17-34 Optional: Kellerman, *Multidisciplinary*..., ch. 7 (Carroll)
4	II.C. Women-centered theories (cont.) Helgeson: whole book We may assign responsibilities for the five case studies in Helgeson. Optional: Opportunity to write about and bring in a woman-centered theory you have encountered in another course or readings and briefly discuss it (1-2 pages).
5	Project 1 Due: Report on a Prominent Woman Leader. Discussion of Report 1.
6	II.D. Another approach to women and success Heim, whole book II.E. Female disadvantages at work (counter to "female advantage" approach) Language, mores, locker room, the "Super Bowl" syndrome of Bobby Knight and Vince Lombardi: A brief overview lecture (Noonan) if time permits
7	Student-led discussion on Report 2: Comparison of Helgeson and Heim and Galant
8	III. Women in Political Life A. Political leadership: Confidence, risk, empowerment C and B: pp. 1-89
9	Project 3 Due Jamieson: Discussion of the double binds that women face.
10	IV.B. Women political leaders (cont.) (U.S. primarily) C and B: pp. 90-201 [Note what has happened to some women noted in the book; Snowe, for example.]
11	V. Women in the Media: Media Images of Women, especially print media (magazines and newspapers) and television. What is its impact on perceptions of women and their roles in society? For this informal discussion, you should review several issues of a magazine or several episodes of television programs (your choice) and organize discussion.
12	Presentation of Project 4: 8-10 minutes per report. Strictly observed.

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Chapman University

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Contemporary Issues in Organizational Leadership

Educational Level: Graduate
Department: Organizational Leadership
Format: For-credit
Stand Alone

OBJECTIVES

This course is designed to examine contemporary issues and recent theoretical and practical advances related to organizational leadership. Various topics such as quality management, contemporary leadership theory and practice, creativity and innovation, as well as similar topics might be addressed in this course.

FORMAT

- To achieve the course objectives of providing the student with a broad knowledge and, in some cases, an in-depth understanding of contemporary leadership issues and problems, the course will emphasize students' interactions and participation in class discussions. Basic points and issues will be covered by the instructor in each meeting through lecture-discussion, and a major part of the time will be devoted to discussion, individual reaction, team presentation, and problem analysis.
- A series of workshops will be designed and conducted by the participants on the contemporary issues of leadership through examination of a real-world situation.

TEXTS

Bass, B. M., & Stogdill, R. M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications* (3rd ed.). New York: Free Press.

Rosenbach, W. E., & Taylor, R. L., Eds. (1993). *Contemporary issues in leadership.* Boulder, CO: Westview Press.

REQUIREMENTS AND EVALUATION

Class Participation—20%

Leadership Workshops—30%
This constitutes a series of workshops and will include presentations, class discussions, bringing in examples from real-world situations, and developing questions/scenarios for discussion. Team members will turn in a joint analytical report on the topic presented, class discussion, and the team's own analysis to the instructor. Each workshop is to be designed and delivered by a team of two or three. Each workshop will consist of different segments based on the research and initiatives of the conductors. The purpose is to provide a real educational setting for the class participants through:

- Examining contemporary leadership concepts and theories.
- Getting involved in the practice of leadership through participation in an exercise or a simulation taken from the real world.
- Enhancing their analytical abilities through: engaging in dialogue about a specific situation, watching videos on corporations and businesses, watching feature films depicting scenarios of real-world situations, bringing in examples of presenters' companies, etc.

Term Project—40%
A 10-12 page individual research paper on one aspect of organizational leadership. It is recommended that the selected topic focuses on a more recent development in the field, including examples and applications.

Exceptional Contribution—10%

Evaluation
Small teams responsible for designing and conducting the workshops did an exceptional job. The overall evaluation for this segment of the course was rated excellent by both the instructor and participants.

Each team used at least one simulation or an exercise related to an existing leadership issue in a real-world situation. All teams brought one or two specific example(s) for analysis and discussion from their company or from an organization with which they were familiar. Two teams used clips from feature movies, which were related to the theme of their discussion, and also from videos that were connected to the companies they researched. All teams used at least one interactive scenario that allowed active participation and role-playing by class members.

Feedback was processed continuously at intervals during the process of delivering the workshop and at the end with a high level of participation. This was viewed as a kind of experiment to evaluate how a full-fledged simulation › segment as developed by the course participants can be used effectively in delivering a graduate course in leadership. The outcome was more than satisfactory.

OUTLINE

Session	Topic/Assignment
1	Introduction to Concepts and Theories of Leadership. Understanding the Meaning and the Process of Leadership Read: Bass and Stogdill, ch. 1-3; Rosenbach, Part One, ch. 1-4, 7-12
2	Power and Leadership Team simulation: Leadership and followership (based on Rosenbach, ch. 7-12) Read: Bass and Stogdill, ch. 13-15; Rosenbach, ch. 5, 13-16
3	Leadership and Managership Team simulation: Diversity leadership (based on Rosenbach, ch. 13-16) Read: Bass and Stogdill, ch. 20-22; Rosenbach, ch. 16-21
4	Situational Leadership Team simulation: The science of leadership: Future trends (based on Rosenbach, ch. 16-21) Read: Bass and Stogdill, ch. 26-28
5	Emerging Paradigm and Conclusion Term project presentation Read: Rosenbach, ch. 6

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Church Resource Ministries

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Leadership Emergence Theory

Educational Level: Graduate
Department: School of World Mission
Format: For-credit
Stand Alone

INTRODUCTION

Ministry in the 1990s requires Godly leadership. Effectiveness in leading God's people forward can be directly traced to pastors and leaders becoming more intentional in their development in order to withstand the challenges of change and mission ministry. Research reveals that lasting renewal and refocusing best occurs in churches that are committed to leadership that is character-based, ministry that is done in the context of intercessory prayer, and a clear and concise strategic vision for future ministry. The refocusing resources will introduce you to a step-by-step, how-to approach for working through each of these processes in a systematic way.

DESCRIPTION

This course explores Leadership Emergence Theory (LET), a theory grounded in the comparative study of many life histories of biblical, historical, and contemporary Christian leaders. Concepts investigated include various process items, sphere of influence, time line, development phases, development tasks, boundary conditions, giftedness, development patterns, influence mix, spiritual authority, and many others. At the conclusion of the course, the student will be able to recognize emergence patterns in his or her own life and in the lives of other leaders.

Focusing Leaders is a personal leadership-development process designed to help a leader bring strategic focus to her or his ministry by examining the past (Personal Time Line), clarifying the future (Personal Mission Statement), and identifying resources (Personal Mentors) that will facilitate future growth and development (Personal Development

Plan). The process is also designed as the first step in equipping you to lead a local church or agency into a process of organizational refocusing.

OBJECTIVES

- Provide an overview of LET and the nature of spiritual leadership development, through the comparative study of several biblical, historical, and contemporary leaders.
- Introduce the key concepts and principles of LET, including the following: process items, sphere of influence, time line, development phases, development tasks, boundary conditions, giftedness, development patterns, influence mix, spiritual authority, and many others.
- Provide a meaningful overall conceptual map of the field of leadership studies (paradigmatic eras) on which further leadership studies can be charted and placed; and attempt to integrate findings, theories, and insights regarding leadership into a comprehensive scheme.

Upon completion of this course, the learner will be able to:
- Bring strategic focus to his or her life and ministry by:
  - Examining the past (Personal Time Line)
  - Clarifying the future (Personal Mission Statement)
  - Identifying resources (Personal Mentors) that will facilitate future growth and development (Personal Development Plan)
- Recognize emergence patterns in his or her own life and in the lives of other leaders.
- Minister out of a commitment to character-based leadership.
- Set intentional goals for consistent growth in character, ministry, and strategy formation.
- Lead his or her local church or agency into a process of organizational refocusing.

FORMAT

Class sessions will emphasize mutual discovery and sharing in and out of seminar sessions and will feature a creative mix of learning experiences, including mini-lecture presentations, class discussion, small-group work, case studies, video clips, Bible exploration, journaling, and a variety of reflective and discovery activities. Faculty are co-learners and will serve as co-participants and facilitators of the learning process.

TEXTS

Clinton, J. R. (1985). *Joseph – Destined to rule: A study in integrity and divine affirmation.* Altadena, CA: Barnabas Resources.

Clinton, J. R. (1988). *The making of a leader: Recognizing the lessons and stages of leadership development.* Colorado Springs: NAV Press.

Walling, T. (1996). *Focusing leaders* Notebook #100. Carol Stream, IL: ChurchSMART.

REQUIREMENTS

- **Seminar Format:** Active participation in class is expected and will play a vital part in your learning and the final evaluation. Discussion in class will be based on participants' personal experiences study, required readings, and class presentations.
- **Reading:** All required materials must be read before the course begins.
- **Daily Exercises:** Three reflection-reaction papers of one to two pages must be completed in conjunction with readings and class presentations.
  - **Biographical Reflection/My Story:** An autobiographical account of one's life, including responses to the following: why I am interested in leadership development; who and what have been the most positive and negative influences in my life; why leadership is so vital for Christian ministry today.
  - **Reaction or Reflection Papers:** Each day write a one- to two-page reaction or reflection paper in which you reflectively interact with the author, the ideas, and the concepts presented, or explore your own response to the implications. These papers can take a variety of forms; the key is to capture what you are thinking and feeling as you read and reflect.
  - **Ten Lessons:** Summarize at least ten lessons or principles for living, leadership, or ministry that the Lord has taught you during your period of formal study. This is another exercise in synthesis—pulling together the various strands of your study, noting connections and interrelationships, observing correlations, and detecting new patterns of relationships. Hopefully, if you have had several "aha!" experiences, this would be the place to record them and look for ways in which they might be related.
- **Personal Time Line:** Draft your customized time line, including key developmental phases, at least ten process items, key persons, circumstances, and events. Follow the examples in *Focusing Leaders.*
- **Personal Mission Statement:** The heart of your Personal Mission Statement is a brief and concise one-paragraph summary statement of what you think God wants to do with your life and how you desire to cooperate with Him. If that focus is clear, create your action plan for the next one to three years and any other specific personal, ministry, or strategic objectives you have set for yourself.
- **Mentoring Constellation:** Construct a three-dimensional description of the mentors you need to help you reach your personal mission and objectives. Follow the model in *Focusing Leaders.*
- **Final Paper:** This should synthesize and apply the key concepts and principles to your own life, including the

previously completed time line, life and ministry values, key ministry lessons, and personal mission statement, with a forward look at your ultimate contribution and unique methodology, along with your mentoring cluster to help you get there.

- **Final Day Exercise:** Designed to help you identify at least one key learning of this past week. Be ready to share what you have written in class.

EVALUATION

Class Participation—10%
Reflection Papers—30%
Time Line—10%
Revised Personal Mission Statement—10%
Mentoring Cluster—10%
Final Paper—30%

OUTLINE

Session	Topic
1	"The Story of His Glory"—Rom. 9:22-28. Destiny Revelation Personal introductions Module 1: The Process • Habits of Effectiveness • Seven Lessons of Effective Leaders • Intentionalizing Your Development Module 2: Leadership Development Module 3: Time Line, Part 1 Due: Autobiographical reflection paper 1, draft of Personal Time Line Read: *The making of a leader*, pp. 1-192; browse syllabus; scan *Joseph*; Notebook, pp. 1.16-2.3 Assignment: Complete Student Objectives, Biographical Sheet; begin writing your Personal Story
2	"Doing the Tell"—Deut. 6:4-9, 20-25. Communicating a Lifestyle and Meaning-Making Module 2: Leadership Development Module 3: Time Line, Part 2 Due: Student Biographical Sheet, Student Objectives, and Personal Time Line Read: *The making of a leader*, pp. 153-194 Assignment: Revise Personal Time Line; draft Ministry Lessons, Life-Ministry Values, and Personal Mission Statement
3	"Refocus Your Life"—Heb. 13:7-8. Divine Contacts. Paul's Personal Mission Statement—Phil. 3:7-11 Module 3: Time Line, Part 3 Module 4: Personal Mission Statement, Part 1 Due: Ministry Lessons, Life-Ministry Values, and Personal Mission Statement Read: *The making of a leader*, pp. 195-end Assignment: Keep revising Personal Mission Statement; draft final paper
4	"Crossing the Jordan"—Josh. 1:6-11. Ministry Transitions Module 6: Personal Mission Statement, Part 2 Module 7: Spiritual Warfare Assignment: Pull all previous assignments into final paper, including Mentoring Cluster
5	"Taking People to Jesus"—Mark 2:1-12. Faith Challenge. Future Perfect Thinking—e.g., Abraham, Caleb, et al.—Heb. 11:8-11, 13c, 17, 20ff Module 8: Finding Personal Mentors Due: Final paper, final-day exercise, course evaluation Closing/Integrative Discussion Debriefing final papers Final-day exercise

Change Dynamics: Implementing Change in Christian Organizations

Educational Level: Graduate
Department: N/A
Format: One-week session
Stand Alone

DESCRIPTION

This course will study in depth one major transition model and examine four other major change models. Clinton's four-stage analysis model will be studied in depth. Havelock's six-stage educational model, Roger's five-stage model for the communication of innovations cross-culturally, Sower's five-stage sociological model, and Weber's model will be overviewed for comparison with Clinton's model. The course will identify dynamic principles usable for Christian ministry. Havelock's four definitions for change-agent roles will be used as well as his 15 or so change-participant roles. Emphasis will be on the process-helper role. The works of Schaller and others will be ransacked for change principles (for example the technique of "getting it on the agenda"), analysis tools (such as Lewin's force field, the priority matrix, and PERT techniques), models, and processes. Several case studies will be used to clarify definition principles and processes of change.

This course assumes you have a change situation in which you are working. The perspective described above will form the basis for analyzing your change. Papers of students from previous change courses are available for study and give valuable insight into the practical application of the course ideas to real-life change situations. The bottom line of the course is a bridging-change strategy paper to be used in your own change situation. Some students may elect instead to do a postmortem analysis of a past change experience in order to identify what went wrong, what went right, and lessons for the future.

PURPOSES

- Emphasize the essential necessity of a bridging-change strategy.
- Bring awareness of the experiences of many concerning perspectives dealing with planned change.
- Give an integrated approach for writing up a strategy for change.
- Motivate you, a change agent, to do further study in change theory.

GOALS

- Discuss why a change strategy is important.
- List and discuss a number of change perspectives and use them to aid you in evaluating actual change situations.
- Follow the suggested sequential procedure of strategizing for change and for writing up the change—all the way from idealizing futuristically the change right on down to listing actual steps for implementing sequentially your minimum building blocks for cognitive, affective, and experiential learning for the change participants.
- Prioritize a list of change items for any applicable criterion question.
- Identify change-agent roles and people in given change situations who can fill needed roles.
- Identify change participants and their potential for facilitating or hindering change.
- Suggest to others a number of texts, articles, or other resources on change that may be of help to them.
- List further areas of change theory and/or future study goals concerning expansion of your change-theory skills.
- Design mini-case studies to help you move change participants toward awareness and ownership of needed change.

FORMAT

This course will meet all day, for five consecutive days. Sessions will include spiritual formation times, lectures, discussion times, hands-on time including brainstorming, small-group interaction, case study analyses, and student presentations, etc.

TEXTS

Clinton, J. R. (1977). *Using PERT in planning*. Altadena, CA: Barnabas Publishers.

Clinton, J. R. (1987). *Reading on the run: Continuum reading concepts*. Altadena, CA: Barnabas Publishers.

Clinton, J. R. (1992). *Bridging strategies: Leadership perspectives for introducing change*. Altadena, CA: Barnabas Publishers.

Davis, S. B. (1987). *Future perfect*. Reading, MA: Addison-Wesley.

REQUIREMENTS AND EVALUATION

Reading of Texts—250 points
Including *Using PERT*, *Reading on the Run*, and *Bridging Strategies*.

Other Readings—300 points
Including change materials, former students' papers, articles, and special-reserve materials.

Exercises—260+ points
Assigned daily with due dates. Exercises will include writing, applications, skill builders, and responses to various additional reading materials—case studies, articles, etc.

Major Change Paper—350 points
Two copies are to be turned in—one for the leadership office files and one to return to you with remarks.

Additional THM/Doctoral Reading Only—100 points
Stanley B. Davis article, Transforming organizations: The key to strategy is context; and Davis's book, *Future Perfect*.

OUTLINE

Each day there are three segments of class:
Segment 1: Morning session.
Segment 2: Usually involves hands-on work: reading, response, exercises, small group.
Segment 3: Usually involves interaction exercises, question and answer, a closure lecture.

Session	Topic
DAY 1	
1	Gentle Persuaders; Nutshell Overview; Introduction to Class; Notion of Bridging; Continuum Reading Read: *Bridging*, Preface, ch. 1-2; Appendix D, F.
2	Priority Matrix: Do: Exercise 1, the Priority Matrix exercise;

includes Ransacking former change papers to identify Priority Matrices.
Chapter 1:
Do:
- Feedback exercises in book 1-4; 1-10; 1-12; 1-15 (1,2); 1-18 (1,2).
- Exercise 2, rough draft, NOW situation.
- Exercise 3, rough draft, THEN situation.

3 Priority Feedback; Chapter 2 Highlights; Closure
Scan Appendix D; Exercise 4, response sheet.
Follow-up: Finish any Day 1 activities that you did not have time to complete.

DAY 2

1 Foundational Change Agent Quality Special Input; Questions/Answers; Share about Exercises
Read: *Bridging*, ch. 3—Step 1, The people resources; Appendix G, Lewin's F/F.
Do:
- Exercises 3-6, 7; 3-9; 3-12; 13; 3-15; 3-18; 3-21; 3-25; 3-27; 3-29.
- Turn in exercises 1, 2, 3, 4.

2 Change Agent Profiles; Change Participants; A *Bridging* Case Study
Do:
- Exercise 5—Identify change-agent profiles.
- Exercise 6—Response to *Bridging* case study.
- Exercise 7—Construct a Lewin's F/F for Change.

3 Questions/Answers; Interaction on Exercises; Closure
Do:
- Follow-up: Finish any Day 2 activities that you did not have time to complete.
- Get ready for Day 3.

DAY 3

1 Holy Ambition; Special Input; Questions/Answers; Sharing Exercises 1 and 2
Read: *Bridging*, ch. 2—Step 2, The change climate.
Do:
- Feedback exercises 4-24 (1); 4-27; 4-37; 4-41; 4-47; 4-50.
- Turn in exercises 5, 6, 7.

2 Greiner Article, Adizes Article; Clinton Article
Do:
- Browse Greiner article; do exercise 8.
- Browse Adizes article; do exercise 9.
- Browse Clinton article; do exercise 10.
- Scan Schein (or alternative Finzel); do exercise 11.

3 Catch-Up Time
Do:
- Follow-up: Finish any Day 3 activities that you did not have time to complete.
- Get ready for Day 4.

DAY 4

1 The Change Agent's Occupational Hazard: Special Input—*Future Perfect*
Read: *Bridging*, ch. 5—Step 3, Generating the solution set; Appendix C, New life postmortem.
Do:
- Feedback exercises 5-4; 5-6; 5-8; 5-15; 5-21, 22; 5-24; 5-26; 5-28.
- Turn in exercises 8, 9, 10, 11.

2 Do:
- Exercise 12. Browse *Bridging* case study #2, response sheet.
- Exercise 13. Browse Postmortem #1, response sheet.
- Exercise 14. Browse Postmortem #2, response sheet.
- Exercise 15. Bridging profile.

3 Closure
Do:
- Brainstorming teams—solutions. Exercise 16.
- Follow-up: Finish any Day 4 activities that you did not have time to complete.
- Get ready for Day 5.

DAY 5

1 The Person of Change; Final-Day Exercise
Read: *Bridging*, ch. 6—Step 4, The bridging steps; ch. 7, Miscellaneous concepts; ch. 8.
Note: Feedback for these chapters will not be done for class; most will be done with your final project, the Change paper.
Do:
- Exercise 17. Do a Lewin's force, Ownership.
- Exercise 18. Final-day exercise.
- Turn in exercises 11-18.

2-3 Your Time: Catch Up; Instructor Available for Personal Interviews

* * *

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Leadership Seminar

Educational Level: Graduate
Department: Psychology
Format: For-credit
Part of: Master of Arts in Management and Master of Arts in Leadership in Teaching Degrees

DESCRIPTION

Leadership is perhaps more studied and less understood than many other human behaviors, despite the spate of how-to books on the market today. Leadership Seminar will critically examine important models and influences on leadership to aid participants to become more effective leaders whatever their work situations. Participants will be challenged to integrate and apply diverse leadership perspectives and to further develop their current leadership abilities.

OBJECTIVES

- Integrate contemporary leadership models and research with students' own experiences.
- Explore the consequences of their current leadership assumptions and behaviors.
- Identify dynamics, strategies, and development of transformational leadership.
- Apply social/personality influences on leadership to work more effectively with diverse groups.
- Develop personal/organizational visions and individual action plans to be more effective leaders.

TEXTS

Kouzes, J. M., & Posner, B. Z. (1993). *Credibility: How leaders gain and lose it.* San Francisco: Jossey-Bass.
Nahavandi, A. (1997). *The art and science of leadership.* Upper Saddle River, NJ: Prentice Hall.
Articles supplementing the texts will be on library reserve or available from the teacher.

EXPECTATIONS

Leadership research shows that people learn most when they reflect on past or present leadership experiences, apply new ideas to real-life situations, practice new behaviors, and integrate their learning with previous concepts. This course assumes that you have had some organizational or leadership experience to reflect upon, even if informal, and have the goal of improving yourself as a leader. You will be asked to make this course personal and practical, whatever your work situation or goals.

REQUIREMENTS

Research Presentation

Participants will work in pairs, when possible, to systematically investigate an interesting and personally relevant leadership question. Those whose commute/family/work schedule or unique topic make that impractical may work alone. Whether paired or on your own, you will locate, analyze, and synthesize original research articles relevant to your question, aided by the databases available through the Loyola-Notre Dame Library.

Presentations (30-40 minutes per team; 15-20 minutes per individual) will be held late in the semester and take the form of a case analysis, briefing, or mini-class on the topic, supplemented by clear audiovisual aids. You will provide classmates with a presentation outline, an annotated bibliography of your sources, and a case study (ahead of time) if you will be using one. Your presentations will be evaluated on clarity and accuracy of your synthesis of the available research, creativity, logical organization, and value as a learning experience. Guidelines, criteria, and suggested topics will be given in a separate handout. Group presentations are graded as a whole and both partners earn the same grade.

Leadership Journal/Paper/Portfolio

You have three options to demonstrate in writing your comprehension and application of course material to your life. First, you may keep a leadership journal throughout the semester in which you discuss and analyze current leadership experiences, reflect on your responses to questions/assessments/exercises in your texts, or relate class learning to your previous leadership perspectives. The journal may be handwritten, though word processing is preferred, and may be written in any format that is meaningful to you. Its immediate goal is to give you the time and structure to think about leadership as it matters to you; its ultimate goal is to help you to develop a well-grounded personal action plan to improve your leadership. Journals will be due at midterm and finals, each about ten word-processed pages long.

Your second option is to write a term paper applying course learning to your experiences of leadership. In this paper, you will examine your leadership assumptions and learning modes, conduct an in-depth analysis of your leadership strengths and weaknesses (based on the assessment tools used), and then develop your personal and organizational vision statement into an action plan to improve your leadership functioning. You will use course reading and discussion as resource material for your paper, integrating references to these into your paper. Papers must be typed or word-processed, at least 20 double-spaced pages, with citations in APA style.

Your third option is to create a leadership portfolio, with exhibits showing your effective leadership in various work/volunteer situations. Each exhibit will be accompanied by your analysis of what you were trying to accomplish, what knowledge and skills you used, a detailed evaluation of your effectiveness (which will often include outside observers' feedback), and a discussion of how your experience relates to one or more of the leadership concepts we have studied. When complete, this portfolio will be equivalent in depth, length, and comprehensiveness to a course term paper.

GRADING CRITERIA FOR JOURNAL/PAPER/PORTFOLIO

- Include organized, clear, and thoughtful reflection on the reading, discussion, self-assessments, and exercises during the course.
- Refer to and discuss text and article reading beyond what has been discussed in class.
- Explain and accurately integrate course leadership concepts with previous knowledge of, experiences of, and assumptions about leadership.
- Show evident self-awareness of one's leadership strengths and weaknesses tied to life or course learning.
- (For second part of the journal or the term paper) Spell out a credible and detailed action plan for self-development in leadership, based on assessment of one's leadership strengths and weaknesses; include vision, goals, strategies, and possible obstacles.

Small Group Case Analysis
Because much of the work of managers and, increasingly, of teachers is conducted in the context of work groups (e.g., teams, committees, task forces), Leadership Seminar students can benefit by strengthening their group-leadership skills. Work teams in organizations are often responsible for studying a problem or opportunity and making creative recommendations for action to the larger group. To facilitate the development of such team skills, class members will be divided into task groups of four or five people, which will discuss reading and exercises as well as analyze an assigned or self-generated case study.

Each small group will present its case analysis to the class, discuss the issues and the case's recommended resolution, and lead a class discussion on the case. Grading for each group's case analysis will be based on plausibility in identifying primary and secondary issues, quality and quantity of creative resolutions proposed, reasoning behind and apparent effectiveness of chosen alternative, and organization of a small-group presentation. Based on class, group, and instructor evaluation, a group case analysis grade is given.

Small Group Preparation, Participation, and Leadership
As a leadership course, one form of a practical and logical learning tool is to get and give feedback on participants' contributions to small-group progress and learning. Feedback will be collected twice during the course, and points will be assigned by the instructor based on those assessments.

EVALUATION

Evaluation is based on the team-leadership research presentation, the integrative journal/term paper, group case analysis, and group leadership. We will cooperatively decide the value, out of a possible 100 points, for each component of the course.

OUTLINE

Session	**Topic**
1	The Context and Concepts of Leadership. Course goals, structure, and process. Cross-cultural issues in defining and evaluating leadership. Leadership assumptions: their individual and social consequences. Objectives: • Describe personal, cultural, and societal definitions of leadership. • Explore individual and group consequences of implicit leadership assumptions. • Discuss course scope, structure and processes, and assignments. Read: *Credibility*, ch. 1; *Art and science of leadership*, ch. 1.
2	History of Leadership Research. Is there a leadership crisis today? Leadership learning: modes, models, personal and technological resources. Objectives: • Examine both historical and contemporary perspectives on leadership. • Identify diverse approaches, including computer resources, to leadership learning. Do: • Identify a leadership question you would like to study this semester, alone/teamed.

- "Evaluate experience" exercise in *Credibility*, p. 85, applied to recent disappointing project.
- After reading, prepare to comment on sample case analysis.

Read: *Art and science of leadership*, ch. 2; *Credibility*, ch. 3 and ch. 2, pp. 33-44. Also, Asbaugh, C. R., & Kasten, K. L. (1995). Analyzing case studies. *Educational leadership: Case studies for reflective practice.* White Plains, NY: Longman Press.

3 Personal Influences on Leadership. What we know about personality and competent leadership. Using power and influence strategies effectively.

Objectives:

- Self-assess and examine the leadership implications of your personality characteristics.
- Identify typical power bases, influence tactics, and their impact on work and personal life.

Do:

- *Art and science of leadership*, self-assessments 3.1, 3.2, 3.3, and 4.1.
- Myers-Briggs Type Indicator® personality inventory.
- Analyze case study of sporting goods store.
- Give Leadership Practices Inventory (LPI) to two co-workers to be returned anonymously to teacher and complete LPI self-assessment.

Read: *Art and science of leadership*, ch. 3-4.

4 Situational Influences on Leadership. Leadership style and situational influences on effectiveness.

Objectives:

- Identify your characteristic patterns of task and relationship leadership behaviors.
- Identify conditions under which you are more or less effective based on leadership style.

Do:

- *Art and science of leadership*, exercises 5.2 (Step 1) and 5.3.; also, either exercise 6.2 or self-assessment 6.1, whichever is most applicable or interesting.
- Take LEAD assessment tool and score as much as possible.
- Situational leadership application (#1-7) for one challenging employee/student of yours.

Read: *Art and science of leadership*, ch. 5, pp. 109-115, and ch. 6. Also, read handout on Vroom-Yetton model of normative decision making.

5 Work on Case Analysis and Project

6 Transformational Approaches to Leadership. Transformational leadership—theory, research, and practice.

Objectives:

- Describe and explain aspects of transformational leadership from personal experience.
- Compare and contrast charismatic, transformational, and transactional leadership attitudes and behaviors.
- Identify one's current strengths and weaknesses as a transformational leader.

Do:

- Questions 1-4, first page of Transformational Leadership workshop handout.
- *Art and science of leadership*, exercise 8.1.
- One exercise from *Credibility*, pp. 113-118, making notes on your experience.
- Your group's case study for teacher's review.

Read: *Credibility*, ch. 2, pp. 44-57, and ch. 4; Art and science of leadership, ch. 8. Also, read Sagor, R. (1992). Three principals who make a difference. *Educational Leadership*, pp. 13-18.

7 Developing Transformational Leadership. Your personal and organizational vision. Effectively communicating vision and values with others in the organization.

Objectives:

- Recognize constructive areas in which to strengthen transformational leadership skills.
- Construct basic elements of personal and organizational vision statement.
- Describe leadership behaviors and processes critical for effective vision sharing.

Do after reading: First draft of personal/organizational vision statement (handout).

Due: Leadership journal for first half of semester.

Read: *Credibility*, ch. 7. Also, read Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, *74*(5), 65-77. Block, P. (1987). Building support for your vision: Negotiating with allies and adversaries. *The empowered manager*. San Francisco: Jossey-Bass.

8 The Contexts of Leadership: Teams. Building aligned and powerful teams.

Objectives:

- Identify variations and commonalities in team development and functioning.
- Examine influences on and impact of participative decision making in teams.
- Discover strategies to increase one's transformational influence with individuals or teams.

Do:

- One new leadership behavior from *Credibility*, pp. 176-182 or pp. 146-152 in your school/

workplace and make notes on your observations.
- *Art and science of leadership*, exercise 7.1 (identifying how you would develop each team member, as well as to whom you would delegate this particular account).
- Have your group's case study ready to give to classmates.

Read: *Credibility*, ch. 5-6; *Art and science of leadership*, ch. 7.

9 The Contexts of Leadership: Organizations. Leadership and organizational culture. Leadership at the top.

Objectives:
- Identify top leadership influences on and types of organizational culture.
- Examine the forces within an organization that promote or inhibit change.
- Develop strategies to promote positive change in your organizational culture.

Do:
- *Art and science of leadership*, exercises 4.1, 10.1, 10.2.
- Case study and presentation for Group I.

Due: Outline of planned presentation.

Read: *Art and science of leadership*, ch. 9-10. Also, read Bass, B., & Avolio, B. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, *17*(1), 112-121.

10 The Contexts of Leadership: Society. Social stereotypes. How what you don't know *can* hurt you (and others). Women, men, and leadership: Similarities, differences, and obstacles to communication.

Objectives:
- Identify the dynamics, impact, and change resistance of stereotypes and prejudices.
- Explore influences of sex and gender on leadership of individuals and organizations.

Do: Case study and presentation for Group II

Read:

Fiske, S. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist*, *48*(6), 621-628.

Morrison, A., & Von Glinow, M. A. (1990). Women and minorities in management. *American Psychologist*, *45*(2), 200-208.

11 Leadership and Social Diversity. Perspectives on and implications of ethnicity and culture for organizational leadership. Are leadership principles universal?

Objectives:
- Identify leadership and progress issues for African Americans and other ethnic groups.
- Compare and contrast perspectives on diversity and their implications.
- Examine cultural influences on effectiveness of leadership behaviors.

Do:
- Briefly write up a leadership and cultural diversity case study with which you're familiar.

  OR
- Begin to analyze case study in *Art and science of leadership*, pp. 21-23. Further directions will be given in class as we analyze the case.

Read:

Mai-Dalton, R. (1993). Managing cultural diversity on the individual, group, and organizational levels. *Leadership theory and research: Directions and perspectives.* Orlando, FL: Academic Press.

DiBella, A. J. (1993). The role of assumptions in implementing management practices across cultural boundaries. *Journal of Applied Behavioral Science*, *29*(3), 311-327.

12 Presentations: Topics and Presenters

13 Presentations: Topics and Presenters

14 Presentations: Topics and Presenters

Next Steps in Leadership and Course Evaluation

Due: Course paper, portfolio, or final journal segment.

Read: *Credibility*, ch. 9.

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Duquesne University

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Introduction to the Graduate Study of Leadership

Educational Level: Graduate
Department: McAnulty College and Graduate School of Liberal Arts and Division of Continuing Education
Format: For-credit
Part of: Master of Arts in Leadership and Liberal Studies

INTRODUCTION

Leadership is an increasingly important topic in contemporary organizational life. In today's leaner organizations, individuals are called upon to be both effective leaders and followers in their professional roles. This course will examine the issues, dilemmas, and challenges facing individuals who are in positions of leadership or who aspire to leadership positions in their organizations. This course will also help students develop the skills necessary for graduate-level study in leadership. These skills include using the library effectively, writing clearly, reading to extract meaning, thinking critically, and synthesizing information from a variety of sources. Students are also encouraged to reflect upon their own leadership experiences and to develop a personal philosophy of leadership. To meet the overall goals of the course, classes will be used for small-group discussions of outside readings. Activities will be designed to provide students with the ability to undertake graduate-level work, and guest speakers will be invited. As graduate students, you are responsible for attending class prepared and being ready to discuss the day's material or to participate in the scheduled activity.

It is becoming increasingly important that we learn to work effectively with and in groups of learners. To that end, you will be assigned to a "learning team" consisting of approximately four students. Your team will work together over the entire semester to learn and apply the reading material, to participate in scheduled activities, and to make a final group presentation. You should get to know one another; exchange phone numbers, fax numbers, and e-mail addresses; and determine what skills each person in the group can lend to the team effort.

OBJECTIVES

- Discuss the meaning of leadership as an evolving concept.
- Compare and contrast classical and contemporary models of leadership.
- Articulate a new paradigm of leadership that views effective followers as crucial to the leadership equation.
- Analyze the organizational context in which leaders must function.
- Assess leadership skills and formulate an action plan to develop these skills.
- Apply leadership knowledge and skills to specific organizational challenges.
- Communication skills:
  - Locate scholarly resources effectively.
  - Write clearly and thoughtfully.
  - Use e-mail to contact one another and the instructor.

TEXTS

Aaron, J. (1995). *The Little, Brown compact handbook.* New York: HarperCollins College Division.
Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Free Press.

REQUIREMENTS AND EVALUATION

Professional Leadership Journal—30%
You will be asked to reflect weekly on several questions that require you to integrate your class readings and in-class discussion with your leadership experience(s).

Literature Review of Leadership Topic—30%
You will be guided through the steps of choosing a topic of interest in the leadership realm; locating appropriate scholarly resources; and then reading, critiquing, and synthesizing that information. Your review should include at least ten sources on your topic. A source is defined as a research article or a book (or portion thereof). Your review should be presented in the form of a 7-10 page paper, with an annotated bibliography attached.

Class Participation—25%
This includes class attendance and active participation in class discussions and projects.

Final Presentation—15%
On the final day of class, your learning teams should present information about a leadership topic that your team has found particularly interesting. As a team, you should select a

topic that you uncover either in your textbook, your own research for the literature review, or from another related source. Then, present this information in as creative and informative a format as you wish.

OUTLINE

Session	Topic
1	Crisis of Leadership; What is Leadership?; Historical Views of Leadership Discussion of syllabus and assignments, first-day details Formation of teams Learning team discussions Leadership journal questions Read: Wren, pts. I, II, III
2	Modern Views; The Leader Writing effectively MLA style Getting on-line Learning team discussions Turn in review topic Sharing team skills Leadership journal questions Read: Wren, pts. IV, V
3	Followers; Leaders and Followers Finalize review topic Learning to use the online catalogue Team selection of leader for invited panel Feedback on professional leadership journal Learning team discussions Read: Wren, pts. VI, VII
4	Leadership Environment Searching databases for library resources; find resources for literature review and team presentation Turn in name and bio sheet on invited speaker Leadership journal questions Read: Wren, pt. VIII
5	Leading Individuals; Leading Groups Film Team discussions Work on literature review Leadership journal questions Read: Wren, pts. IX, X
6	Leader Skills Learning team discussions Questions for leadership panel Peer critiques Prepare for final presentation Leadership journal questions Read: Wren, pt. XI
7	Leadership in Practice; Moral Leadership Leadership speaker(s) Learning team discussions Prepare for final presentation Leadership journal questions Read: Wren, pts. XII, XIII
8	In-class presentations Professional leadership journal due Final wrap-up

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Florida Atlantic University

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Leadership Assessment and Development

Educational Level: Graduate
Department: Educational Leadership
Format: For-credit
Stand Alone

DESCRIPTION

Leadership Assessment and Development involves the study and use of leadership assessment procedures and programmed simulation to provide indicators of individual leadership style and effectiveness.

OBJECTIVES

- Provide a variety of leadership assessment instruments and simulations that provide individuals with diagnostic feedback, and aid in the understanding of their personal leadership profile.
- Provide team-building experiences, and help create a climate for cooperative learning and positive support group activities.
- Review reference materials, and stimulate discussion on what national and state education reports say about reform of educational leadership and the roles and responsibilities of educational leaders.

- Read and discuss selected contemporary leadership reference and research literature, with an emphasis on the individual as a leader and the role of the leader in management of human resources.
- Prepare a personal professional development plan based upon the assessment experience and class discussion.

TEXT

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future: New visions, strategies, and practices for the next era.* San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Journals or Dissertations, Internet, Book Report, and Presentations—35%

- Professional Journals or Dissertations: Conduct a search of the major national professional journals or completed doctoral dissertations and select, read, and reflect upon at least five that address the leadership challenges and leadership development recommendations or research in your area of professional focus—K-12, higher, adult, community education; or human service agencies fields. Select two of these articles or dissertations to share your reflections or findings on how they provided new insight to your role and responsibilities as a leader.
- Internet and Web Sites: Conduct a search of the Internet; locate, access, and evaluate at least five web sites that provide information/discussion related to leadership assessment and development. Prepare a brief class handout that summarizes each site and lists Internet addresses.
- Leadership Book Report: Select and prepare a book review on one major leadership publication listed in the selected bibliography that provides a comprehensive analysis or recommended approaches to leadership development. A 10-15 minute class presentation is required. The book review is to be duplicated and distributed to all members of the class at the time of the class presentation. Two or three individuals are encouraged to read the same book and work together as a team in preparing and presenting the report. If you or your team choose to read a newly released publication or a classic not on the selected leadership bibliography, please review with the instructor.

Leadership Interview Profile and Discussion—15%

- Leaders Interviews: Select three diverse leaders by position, age, race, and sex, and conduct a 30-minute interview with each. Questions developed in class will be used as an interview guide. Write and submit a one-page profile of each leader interviewed and prepare for class discussion. If you deem appropriate, both the written and oral discussion about the leaders interviewed may be anonymous. If desired, teams of two may conduct a joint interview.

Leadership Assessment/Professional Development Plan Paper and Presentation—50%

- Personal and Career Development Lifeline: Complete and give a ten-minute oral presentation with follow-up questions.
- Personal Leadership Inventory and Professional Development Plan: Prepare and write a personal leadership inventory and professional development plan with five sub-parts. Documentation from assessment activities used in class, as well as other outside experiences, references, and research findings that support your leadership inventory and plan should be cited. Each participant will make a ten-minute class presentation that he or she feels highlights a significant part of the inventory and plan. The Leadership Inventory and Professional Development Plan (double-spaced, approximately ten pages) should include:
  - An autobiographical sketch, including formative experiences, strengths, and preferences, and why you aspire to an educational leadership role.
  - A statement of your philosophy and vision. This statement should describe your vision of education's future, what you believe about education, and your role or mission in its future.
  - An analysis and assessment of your leadership style using the diagnostic and assessment instruments utilized in class.
  - Your professional development plans for enhancing your performance as a leader.
  - Write a one-page summary of your experiences, skills, or personal style that you feel highlights your strengths as a leader.

OUTLINE

Session	Topic
1	Course Objective: Experience and Views of Leaders—Pros and Cons Class climate and expectations: Creative presentations, public speaking, listening skills, group dynamics, people skills, cooperative learning, and team building. Introduction Review activities and assignments Activity: Assessment windows—360-degree evaluation
2	Leadership: What's Hot and What's Not Leadership Assessment Approaches • What we know about leadership – What is leadership? – Does leadership matter? – How are leaders chosen?

- How should leaders be evaluated?
  - Performance of team or unit
  - Subordinates, peers, supervisors
  - Assessment centers with interviews, simulations, leaderless groups
  - Self-rating
  - Derailment factors—untrustworthy, overcontrol, exploitation, micromanagement, poor staffing, and poor decision making

Five Dimensions of Personality
- Personal style
- Emotional stability
- Conscientiousness
- Agreeability
- Intellect

Myers-Briggs Type Indicator® instrument handed out, completed in class, and discussed
Assessment Centers, procedures and process
- National, state, and local programs
- AASA and NASSP
- Benchmarks and lifestyles inventory instruments
- Selection/structured interviews/paneling
- Leaderless group
- In-basket and problem-solving cases

3 Follow-up with MBTI® and assessment experiences
Personal assessment/lifeline presentation
Group discussion/recommendation for interviewing
Structured Interview exercise
Internet and web sites—report and discussion
Leadership Style Indicator (LSI) instrument and discussion
A review of other assessment instruments

4 Derailment, Flawed Leadership, and the Dark Side of Charisma
Class discussion on text
Sharing and discussion of professional journal articles or dissertations
Leader interviews—sharing and discussion
Begin book report presentations
Situational leadership and LEAD exercise/game
Continuous lifelong career planning
Communications preference inventory

5 Final Day
Complete book report presentations, professional journals, and Internet discussions
Present highlights of Personal Leadership Inventory and plan presentations
Problem-solving exercise and case studies
In-basket exercise
Reflections and lessons learned
Class evaluation

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Indiana University of Pennsylvania

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Research Instrument Design for Leadership Studies

Educational Level: Graduate
Department: Professional Studies in Education
Format: For-credit
Stand Alone

DESCRIPTION

This course is designed to prepare doctoral students in leadership studies to critique and develop research instruments for their own dissertations. It will emphasize identifying the key issues associated with instrument design in leadership studies, critiquing the published instruments, writing instrument items, and conducting instrument reliability and validity analysis. Students will learn to critique and develop instruments through hands-on activities and individual projects.

OBJECTIVES

CONCEPTUAL FRAMEWORK FOR INSTRUMENT DESIGN
- Understand the logic and principles of instrument design.
- Discuss and evaluate the unique theoretical and methodological contributions from behavioral and cognitive approaches to research instrument design.
- Conceptualize and operationalize the construct that focuses on cognitive (e.g., knowledge, intelligence, and decision-making strategy, etc.) and affective characteristics (e.g., attitude, belief, motivation) of leaders.

- Identify and describe characteristics of instrument design in quantitative research (including survey and experimental design) and qualitative research.
- Compare and describe the characteristics of different theoretical perspectives in research instrument design, with an emphasis on behavioral and cognitive approaches.

INSTRUMENT DESIGN

- Select and critique instruments appropriate for dissertation study by locating sources, justifying the selections, and evaluating the instruments.
- Collect and generate item pools including cognitive items, affective items, and behavior-tendency items.
- Compare and construct different scaling techniques including Likert scale, Thurstone scale, Guttman scale, and Semantic Differential Scale.
- Master the techniques to avoid response set due to acquiescence and social desirability.
- Assemble the instrument by preparing instructions; determine appearance, length, and item formats.
- Perform item analysis, instrument reliability, and validity analysis.
- Interpret and report results obtained from item analysis and validity study.
- Identify and discuss fairness and diversity issues in instrument design.

TEXTS

Books

DeVellis, R. F. (1991). *Scale development: Theory and applications*. Newbury Park, CA: Sage.

Edwards, J., Thomas, M., Rosenfeld, P., & Booth-Kewley, S. (1996). *How to conduct organizational surveys: A step-by-step guide*. Newbury Park, CA: Sage.

Hallinger, P., Leithwood, K., & Murphy, J. (1993). *Cognitive perspectives on educational leadership*. New York: Teachers College Press.

Norusis, M. (1993). *SPSS for windows: Base system user's guide*, Release 6.0. Chicago: SPSS, Inc.

Other Reading Materials

Measurement: Issues and techniques of leadership instrument development and validation. Selected readings from journal articles.

Questionnaires in survey studies conducted by NCES (1994). Selected from National Education Longitudinal Study (NELS 88), School and Staffing Survey (SASS), National Household Education Survey (NHES), National Assessment of Educational Progress (NAEP), and International Assessment of Educational Progress (IAEP).

REQUIREMENTS AND EVALUATION

Classroom Performance—10%

This course is based primarily on a criterion-referenced portfolio assessment. Portfolios contain collections of students' work over time. They may include reflection journals, worksheets, presentation notes, and anything containing evidence that students have engaged in self-reflection. During the course of developing the portfolio, students may include all work in the portfolio for purposes of reflection, self-evaluation, and revision. However, at the end of the semester, students may select the pieces that best demonstrate their growth and achievement.

Reflective Journals—20%

Students may organize their reflections by the following categories:

- Reflection on classroom instruction and discussion.
- Reflection on content/subject matter knowledge.
- Reflection on learning experiences:
  - What happened this week that worked well? Why?
  - What happened this week that did not work as I expected? Why?
  - What are some questions I would like to ask my classmates and professor? Why?
  - List one specific area that needs work. What can I do to work on this area?

Research Projects—30%

Leadership Instrument Design Project: Students are required to critique or develop an instrument to assess some dimension of leadership. They may choose an area they are interested in or an area in which they have identified a shortage of an instrument. Through this project, students will learn how to: 1) develop a conceptual framework for instrument design; 2) critique or generate item pools including cognitive, affective, and behavior items; and 3) practice different scaling techniques.

Report of Project: The final report of the students' project should include: 1) a brief description of the instrument (supporting theory and definitions of construct); 2) a brief review of the literature (theoretical and methodological context); 3) design of the instrument (i.e., measurement of variables, item writing, etc.); 4) analysis of reliability and validity; and 5) application or conclusion.

Instrument Leadership Research: Students are encouraged to critique or construct an instrument leadership research in the areas of: 1) cognitive characteristics such as decision-making strategies, cognitive style, leadership styles, and metacognition; 2) affective characteristics such as transformational leadership, anxiety, self-efficacy, intrinsic motivation; and 3) policy-related organization effectiveness.

Worksheets—40%

Worksheets are designed to help students understand the fundamentals of research instrument design and to apply them to their own study. Four types of worksheets will be used:

Concept Worksheets: These will help the students to identify the key concepts developed through assigned readings. In order to communicate an understanding of the meaning of concepts, students are required to: 1) outline key concepts covered in the topic, 2) present the concept verbally or pictorially, and 3) present an example related to the concept.

Instrument Critique Worksheet: This worksheet will help the students identify and evaluate the published instruments, so that they select the appropriate instrument for their own study. Students are required to critique a selected instrument on the following topics: 1) leadership trait research, 2) leadership style and behavioral research, 3) transformational leadership theory, or 4) cognitive perspectives on leadership. The critique worksheet includes three parts: introduction, method, and discussion. In the introduction part, the target construct needs to be conceptually and operationally defined. In the method part, students need to describe the instrument, including: 1) presenting the procedures of data collection, 2) indicating computation procedures, and 3) summarizing the data pertinent to validity and reliability. In the discussion part, students need to offer comments on the original scale and comments based on the measurement review. Finally, students need to provide complete citations in APA style for all materials consulted.

Instrument Writing Worksheet: The purpose of the item-writing worksheet is to provide students the opportunity to learn how to write instrument items and, through the practice, to generate some general or specific guidelines for writing instrument items. In the item-writing worksheet, students will learn how to: 1) develop a blueprint for instrument design; 2) generate item pools including cognitive, affective, and behavior-tendency items; 3) practice different scaling techniques with an emphasis on the Likert scale; 4) discuss the techniques to avoid response set; and 5) assemble the instrument by preparing instructions and determining instrument length and format.

Instrument Reliability and Validity Analysis Worksheet: The purpose of the analysis worksheet is to provide students the opportunity to learn how to conduct instrument data analysis and how to interpret the results of analysis. In the analysis worksheet, they will learn how to perform: 1) item analysis (e.g., item discrimination and difficulty); 2) reliability analysis (e.g., item-intercorrelation matrix, internal consistency); and 3) validity analysis (e.g., discrimination of known groups, multitrait-multimethod matrix, and factor analysis). Objective feedback will be provided for the students on each of the worksheets they turn in. This feedback is intended to assist the students to achieve a better understanding of the material and to monitor their own progress toward course objectives.

OUTLINE

INTRODUCTION TO THE COURSE
- Overview of syllabus
- Challenge for research-instrument design

TOPIC 1 (10% of total instruction time)
Exploring Principles of Research Instrument Design
Basic Concepts of Instrumentation
- Tests, measurements, and evaluation
- Formative versus summative procedures
- Norm-referenced versus criterion-referenced tests
- Research completed versus subject completed

Methods of Measurement
- Objective tests
- Interviews and questionnaires
- Observations

Quality of Research Instrument
- Meaning of reliability
- Methods of estimating reliability
- Factors influencing reliability
- Meaning of validity
- Evidence used to support validity

TOPIC 2 (10% of total instruction time)
Selecting Appropriate Instruments for Leadership Studies
- Identify sources
- Conduct search procedures
- Summarize and critique instruments

Critique Worksheet

TOPIC 3 (20% of total instruction time)
Planning and Writing for Your Own Instrument
Planning for Your Own Instrument Design
- Write instrument objectives
- Conceptualize and operationalize the construct
- Design test specifications

Writing Instruments
- Generating item pools
- The Likert scale technique
- Other scale techniques

Item Writing Worksheet

TOPIC 4 (10% of total instruction time)
Exploring Other Issues of Improving Instruments
Assembling the Instrument
- Prepare instructions
- Develop scoring procedures

- Determine order of items, length, appearance, and format

Techniques for Avoiding Response Set
Writing Demographic Terms
Fairness (Cultural and Gender) Issues

TOPIC 5 (20% of total instruction time)
Performing Instrument Analysis
Performing a Test-Item Analysis

- Item means, variance, positive versus negative
- Item difficulty analysis
- Item discrimination analysis

Performing Reliability Analysis

- Item-intercorrelation matrix
- Split-half correlation
- Cronbach's alpha

Performing Validity Analysis

- Content validity
- Criterion validity
- Predict and concurrent validity
- Construct validity
- Discrimination of known groups
- Factor analysis
- Multitrait-multimethod matrix

Instrument Analysis Worksheet

TOPIC 6 (15% of total instruction time)
Applying Instrument Design in Leadership Research: Measures of Effective Leadership Behavior
Traditional Quantitative Research Approach in Leadership Studies

- Trait study of leadership: Personality and leadership
- Dimensions of effective leadership behavior
- Leadership and situation: Context and culture
- Leadership style

Research Instrument Analysis

- Analysis of the Leader Behavior Questionnaire

Reflection and Presentation

- Definitions and research trends regarding personality assessment
- The roles and functions of personality assessment in leadership

TOPIC 7 (15% of total instruction time)
Applying Instrument Design in Leadership Research: Measures of Transformational Leadership
Conceptualizing Transformational Leadership

- A research-based rationale for transformational leadership
- Dimensions of transformational leadership
  - Emotional component: Charisma/inspiration
  - Individualized consideration
  - Intellectual stimulation
- Transactional leadership
  - Contingent reward
  - Contingent reinforcement

Research Instrument Analysis: Analysis of the Multifactor Leadership Questionnaire
Writing Instrument Items for Applying Transformational Leadership in School Setting

- Transformational school leadership theory
- Efforts to measure/assess transformational school leadership

Research Project Presentation: Leadership Instrument Design

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Marietta College

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Leadership Theories and Concepts

Educational Level: Graduate
Department: Education and Training for Business
Format: For-credit
Stand Alone

OBJECTIVES

- To introduce the major theories and concepts of leadership.
- To introduce contemporary leadership literature.
- To enable you to synthesize your personal leadership model.

TEXTS

Bass, B. M., & Stogdill, R. M. (1990). *Bass and Stodgill's handbook of leadership: Theory, research, and managerial applications.* New York: Free Press.
Gardner, J. W. (1990). *On leadership.* New York: Free Press.
Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.
Rosenbach, W. E., & Taylor, R. L. (Eds.). (1989). *Contemporary issues in leadership.* Boulder, CO: Westview Press.

Notebook of selected chapters from *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications*, and selected articles.

REQUIREMENTS AND EVALUATION

Facilitation of One Topic—25%
Students will be required to select one topic from the syllabus, teach key learnings, and facilitate discussion.

Leadership Theory Synthesis Paper—50%
Discuss linkages of the various leadership theories or compare two leadership theories (10-20 pages).

In-class Participation—25%

OUTLINE

Session	Topic
1	Trait Theories Rosenbach: ch. 5; Bass: ch. 3-5; Stogdill article
2	Humanistic Theories Continue session 1 readings
3	Contingency Theory Fiedler article
4	Situational Theory Hersey and Blanchard article
5	Transactional versus Transformational Leadership Bass: ch. 12; Hollander article
6	Leadership Tasks Gardner: ch. 1-2; Rosenbach: ch. 2
7	Power Gardner: ch. 6; Bass: ch. 9, 13
8	Followership Gardner: ch. 3, 13; Rosenbach: ch. 7, 8, 10
9	Participation Zenger et al., article; Ray article
10	Leadership Development Gardner: ch. 14-15; GE plastics article
11	Motivation Ray handouts (in notebook)
12	Championing Change Kanter article
13	Leadership Practices Kouzes and Posner (entire book)
14	Leadership Diversity Rosenbach: ch. 13, 15

Leading Change in Organizations

Educational Level: Graduate
Department: Education and Training for Business
Format: For-credit
Stand Alone

DESCRIPTION

The course content will cover the following topics involving internal and external change-agents in organizations:

- Background of organization development
- Assessing clients' needs
- Interpretation of client data
- Feedback of data to clients
- Recommendation development
- Interventions
- Follow-up

TEXTS

Block, P. (1981). *Flawless consulting: A guide to getting your expertise used*. San Diego, CA: Pfeiffer.

DeWine, S. (1994). *Consultant's craft: Improving organizational communication*. New York: St. Martin's.

Schein, E. (1969). *Process consultation: Its role in organization development*. Reading, MA: Addison-Wesley.

Weisbord, M. (1987). *Productive workplaces: Organizing and managing for dignity, meaning, and community*. San Francisco: Jossey-Bass.

EXPECTATIONS

The instructor and students will meet seven times. All but the first class will require oral presentations on the assigned topics. Students will meet six times outside of class to jointly prepare presentations. Grades will be determined on the basis of a final paper describing the student's change theory.

OUTLINE

Session	Topic
1	Background of Organizational Development Read Weisbord: ch. 1-8
2	Student Meeting (Prepare for Assessing Client Needs) Read Block: ch. 8-11; DeWine: ch. 4; Weisbord: ch. 10; Schein: ch. 11
3	Assessing Clients' Needs and Discuss Block Read Block: ch. 1-7
	Student Meeting (Prepare for Interpretation) DeWine: ch. 5; Schein: ch. 1-8

5	Interpretation of Client Data
6	Student Meeting (Prepare for Feedback) Read DeWine: ch. 7, 12; Schein: ch. 12; Block: ch. 12-13
7	Student Meeting (Prepare for Recommendation Development) Read DeWine: ch. 11
8	Feedback of Data to Clients Recommendation Development
9	Student Meeting (Prepare for Interventions) Read DeWine: ch. 6; Schein: ch. 9-10
10	Interventions
11	Student Meeting (Prepare for Follow-Up) Read DeWine: ch. 15-16; Schein: ch. 13
12	Follow-Up and Phase Out Read Block: ch. 14

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McGill University

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Women as Global Leaders and Managers

Educational Level: Graduate
Sponsor: Business Administration
Format: For-credit
Stand Alone

INTRODUCTION

The purpose of this course is to develop an understanding of the role of women as global leaders and managers through an appreciation of the historical images and contributions of women; the contemporary societal trends impacting women; and the future visions of women managers, executives, and leaders.

FORMAT

The seminar will include lecture, discussion, case presentations, videos, films, and small-group exercises involving a high degree of participation. Participants will develop an understanding of women's leadership styles and roles worldwide, as well as crafting a vision, style, and process for their own contributions to the world as global executives and world leaders.

TEXTS

Adler, N., & Izraeli, D., Eds. (1994). *Competitive frontiers: Women managers in a global economy*. Cambridge, MA: Blackwell.

Bateson, M. (1990). *Composing a life: Life as a work in progress—The improvisations of five extraordinary women*. New York: Plume.

Nichols, N., Ed. (1994). *Reach for the top: Women and the changing facts of work life*. Boston: Harvard Business School Press.

Reading packets and handouts.

REQUIREMENTS AND EVALUATIONS

Participation—30%

Due to the experiential nature of this course, it is essential that you are prepared for, attend, and become involved in class activities and discussions. Your participation grade will reflect the level of your preparation, attendance, and involvement as well as the extent to which you enhance the learning of your colleagues.

- In Another Perspective—Contemporary Images of Women in Society: Scan the contemporary press for images of women as leaders, women who are using their power in society. Turn in two articles, each with a half-page executive summary. Be prepared to discuss the world situation through women's perspectives in class.
- Her Story: Personal paper and presentation on each individual's personal roots, emphasizing female sources of leadership, power, and vision. Come to class prepared to describe one of your personal heroines, a woman—preferably a relative—from your past who influenced or inspired you with her image and her contribution to professional life, private life, or society.
- Composing a Life: Read Mary Catherine Bateson's book, *Composing a Life*, and prepare for discussion.
- Global Leadership and Vision: Create a personal statement about your vision. Present your leadership and vision statement as a CNN special on you.

Women as Global Leaders: Societal and Business—70% total

Select two prominent women leaders—one a societal leader and the other a business leader—and research her roots, her vision, her style, and her accomplishments.

- **Political/Societal Leaders—35%**
  Select a political/societal leader. Suggested political leaders include present and former heads of state. Requirements for this assignment include: a class presenta-

tion introducing your selected political/societal leader, along with an executive summary of her background (one page) and biography or literature about her; written report, with annotated bibliography, on the leader; and participation in an in-role discussion among the world leaders.

- **Business Leaders—35%**
  Select one business leader who is the CEO or president of a corporate, entrepreneurial, or family business that operates in multiple countries worldwide. Requirements for this assignment include: a class presentation introducing your selected global woman business leader, along with an executive summary of her background (one page) and biography or literature about her; written report, with annotated bibliography, on the leader; and participation in an in-role discussion among the women business leaders.

OUTLINE

Session **Topic**

1 WOMEN AND WORLD TRENDS

The role of women professionals in society has changed markedly over the past decades. Women are now assuming leadership roles in fields heretofore almost exclusively populated by men. Yet even in the 1990s, only 3% of international business cases portray women in leadership roles. This introductory session will review the major trends affecting women's power and influence in society in general, and in organizations in particular.

Read:
Syllabus
Reach for the top (RFTP), pp. ix-xi, xiii-xxii;
Nichols, N. (1994). Whatever happened to Rosie the Riveter. *Harvard Business Review (HBR)*, July-August 1993, pp. 3-12, in *RFTP*.
50 World-class executives. *Worldbusiness, (2)*2, March/April 1996, pp. 20-31.

2 WOMEN, POWER, AND INFLUENCE

What is a leader? How do global leaders differ from domestic leaders? Do American leadership models apply abroad? How do global leaders differ from multinational managers and international experts? Do women's leadership styles differ from those of men? Should they? This session will use the Mary Cunningham Case to explore issues related to women, power, influence, and mentoring.

Read:
Sheehy, G. Mary Cunningham case. Prepare for class discussion.
Rosener, J. (1990). Ways women lead. *Harvard Business Review*, Nov.-Dec., pp. 13-21 in *RFTP*.
Schrank, R. (1977). Two women, three men on a raft. *Harvard Business Review*, May-June, pp. 25-37 in *RFTP*.
Parker, V., & Kram, K. (1993). Women mentoring women: Creating conditions for connection. *Business Horizons*, March-April, pp. 42-51 in course packet.
Ragins, B. R., & Sundstrom, E. (1989). Gender and power in organizations: A longitudinal perspective. *Psychological Bulletin*, (105)1, pp. 51-88 in course packet.

3 CELEBRATING AND BUILDING ON DIFFERENCE

After forming the world's first gender-balanced cabinet, Norway's Prime Minister Brundtland observed that, "A natural balance of men and women makes prejudiced decisions less likely and gives the greatest possible breadth of experience" (as cited in Opfell, 1993, p. 107). In what ways do women's and men's learning, communication, and influence styles differ? How can organizations and society build on the differences, rather than attempt to ignore and minimize them? This session introduces the Complementary Contribution Model as an approach to celebrating and building on differences.

Read:
Hampden-Turner, C. (1993). The structure of entrapment: Dilemmas standing in the way of women managers and strategies to resolve these. Paper presented at the "Women as a Driving Force in the Year 2010: A Window on Change" GBN WorldView Meeting, New York City, December 9-10, in course packet.
Tannen, D. (1995). The power of talk. *Harvard Business Review*, Sept.-Oct., pp. 138-148 in *RFTP*.
Schein, V. (1994). Power, sex, and systems. *Women in Management Review*, (9)1, pp. 4-8, in course packet.

4 GLOBAL WOMEN LEADERS: ENTREPRENEURIAL EXECUTIVES

Women-owned businesses in the United States now surpass the Fortune 500 in the number of people they employ. This session will investigate the role of women as entrepreneurial executives and leaders through the vision and experience of Anita Roddick, founder and CEO of the Body Shop. What does it mean to be an entrepreneur? What does it mean to craft a vision for one's company? What is the role of social responsibility in creating a vision? How does one choose to measure success: personally, financially, and globally? In the session, participants will introduce their selected global women political leaders.

Due:

Presentation and executive summary of your selected global woman political/societal leader

Read:

Case: "The Body Shop International," *Harvard Business School (HBS)* 9-392-032, rev. 1992. Prepare for class discussion.

Hammond, V., & Holton, V. (1994). The scenario for women managers in Britain in the 1990s, pp. 224-242.

Steinhoff, P., & Tanaka, K. (1994). Women managers in Japan, pp. 79-100 in *Competitive Frontiers (CF)*.

Morimura, S. (1994). Women entrepreneurs: Creating a niche of their own. *Japan Scope*, Spring, pp. 29-34.

Collins, E. (1982). The entrepreneur sees herself as manager: An interview with Lore Harp. *Harvard Business Review*, July-August, pp. 157-176.

5 WOMEN LEADING GLOBAL FAMILY BUSINESSES

Many of the world's most prominent business leaders lead and have led family-owned businesses, from Sweden's Antonia Ax to America's Katherine Graham. This session will focus on Wanda Ferragamo's background, vision, and leadership style in leading Ferragamo Spa to worldwide prominence. We will be joined by Nan-b de Gaspe Beaubien, co-founder and member of the Board of Directors of Montreal's Institute for Family Business.

Activity:

Participants will introduce their global women business leaders.

Read:

Salvatore Ferragamo, spa case. *HBS* 9-392-023, rev. 7/27/93. Prepare for class discussion.

Conger, J. (1992). Born or made? Forces that foster leadership. *Learning to lead: The art of transforming managers into leaders*. San Francisco: Jossey-Bass, pp. 14-36.

Kotter, J. (1990). What leaders really do. *HBR*, May-June, pp. 103-111.

6 WOMEN IN MANAGEMENT WORLDWIDE

World business has become intensely competitive. Top-quality people allow corporations to compete. Yet, while outstanding human-resource systems provide competitive advantages, companies worldwide draw from a restricted pool of potential managers. Although women represent over 50% of the world population, in no country do women represent half, or even close to half, of the corporate managers. What has prevented women's movement into management and, especially, into the executive suite? What have countries, companies, and women themselves done to increase women's representation in management? This session will trace the increasingly global nature of world business and its impact on women managers around the world. It will then use the cases "Valentina on the Verge" and "Moscow Aerostar" to review the considerable demands faced by professional women in transitional economies.

Due:

First "In another perspective" article

Assignment:

Become an expert on women in management in your two selected countries by reading appropriate articles and interviewing selected individuals. Also read the two country-specific chapters in *Competitive Frontiers* that correspond to your two selected countries.

Read:

Case: Marcic, D., & Puffer, S. (1994). Valentina on the verge: A case of a Russian woman's career choice. *Management International*. St. Paul: West Publishing, pp. 196-201. Prepare for class discussion.

Case: Shea, C., & Lane, H. (1992). Moscow aerostar. *Western Business School* case 9-92-C010. Prepare for class discussion.

Izraeli, D., & Adler, N. (1994). Competitive frontiers: Women managers in a global economy, pp. 3-21 in *CF*. Puffer, S. (1994). Women managers in the former USSR: A case of "too much equality?", pp. 263-285 in *CF*. Berthoin, A. Krebsbach-Gnath, A. and C. (1994). Women in management in Germany: East, west, and reunited, pp. 206-223 in *CF*. Siemienska, R. (1994). Women managers in Poland: In transition from communism to democracy, pp. 243-262 in *CF*. Kavcic, B. (1994). Women in management: The case of the former Yugoslavia, pp. 286-298 in *CF*.

7 WOMEN MANAGING ACROSS BORDERS

About the single, most uncontroversial, incontrovertible statement to make about women in international management is that there are very few of them. The evidence is both subjective and objective. As an executive in a global firm, would you hire a woman for an international management position? Would you send her abroad as an expatriate manager? Would she succeed? Would hiring her increase or decrease your firm's competitiveness? This session will investigate the role of women as global managers, including the case of "Ellen Moore in Bahrain" to focus on women expatriate managers in the Middle East, and "The Calibar Case" to highlight the issues faced by professional women leading teams in Africa.

Activity:

Complete Careers in International Management questionnaire.

Read:

Case: Ellen Moore in Bahrain. *Western Business School* case 9-90-C02019.

Case: Voigt, J. The Calibar Case #1. Prepare for class discussion.

Case: Adler, N. (1994). Competitive frontiers: Women managing across borders. *Competitive frontiers*, pp. 22-40.

Colwell, N., & Vinnicombe, S. (1995). Strategies for change: Women in management in the United Arab Emirates. *The essence of women in management*. London: Prentice Hall, pp. 122-141.

8 GLOBAL WOMEN LEADERS: CORPORATE EXECUTIVES

Whereas the proportion of women managers has been increasing, especially in North American and Scandinavian countries, the number of women leading global firms remains particularly small. According to one study, it will take another 475 years before women reach equality in the executive suite. By 1992, only one woman—Linda Wachner of Warnaco—led a Fortune 500 firm; and only 175 of the 6,502 corporate officers of Fortune 500 firms were women. This session will include the case of Charlotte Beers, chairperson and CEO of Ogilvy & Mather Worldwide, to explore the role of trailblazers—the first women to assume leadership of the world's most influential global firms.

Read:

Case: Charlotte Beers, at Ogilvy & Mather Worldwide. *Harvard Business School* 9-495-031, 1995. Prepare for class discussion.

During the week, observe how women and men act and are responded to in class and in meetings. Be prepared to share your observations.

9 SELECTING A CONTEXT

The organizational dynamics of some firms are considerably more hospitable than those of other firms in facilitating women's professional success. How do you select a firm that is a good fit for your professional aspirations and style of management? How do you manage cultural conflicts, discrimination, and sexual harassment within organizations? This session will use the video *Breaking the Glass Ceiling* and the Betsy Morgan case to investigate a range of organizational cultures and the options they offer to professional women.

Due:

Second "In another perspective" article

Read:

Case: Betsy Morgan. 1980, *Harvard Business School* 9-481-093. Prepare for class discussion.

Seymour, S. (1987). The case of the mismanaged ms. *HBR*, Nov.-Dec., pp. 40-62 in *RFTT*; Niven, D. (1992). The case of the hidden harassment. *HBR*, March-April, pp. 63-73 in *RFTT*; Reardon, K. (1993). The memo every woman keeps in her desk. *HBR*, March-April, pp. 75-84; Greco, R. (1992). From the classroom to the corner office. *HBR*, Sept.-Oct., pp. 131-141 in *RFTT*.

10 CREATING A BALANCED LIFE: ESCAPING THE PRISON OF MEN'S DREAMS

As Evans and Bartholomew eloquently ask: "Must success cost so much?" Have professional women and men become prisoners of men's traditional dreams, images, and measures of success? Balancing the demands of one's private and professional life is never easy; balancing the demands of a global professional and private life can be even more challenging. We will use "The O'Connors Story" to explore alternative approaches to crafting an integrated international life.

Read:

Adler, N. (1997). D'Arcy. The O'Connors story. *International dimensions of organizational behavior* (3rd ed.). Cincinnati, OH: South-Western, pp. 284-290. Prepare for class discussion.

Schwartz, F. (1989). Management women and the new facts of life. *HBR*, Jan.-Feb., pp. 87-101 in *RFTT*; Stone, N. (1989). Mother's work. *HBR*, Sept.-Oct., pp. 103-111 in *RFTT*.

11 THE HEROINE'S JOURNEY: IMAGES OF WISDOM AND SUCCESS

While evolving over the generations, the image of the woman as heroine has appeared distinct in certain eras, yet has remained invisible in others. To become a heroine, a woman must both express a vision and compose a life that supports that vision. We will investigate the role of the heroine, the guiding imagery of alternative heroic lifestyles, and the importance of composing a life that is supportive of one's own vision.

In creating that path, each of us must return to the deep roots that have shaped us and our civilization. We will explore our personal roots as well as those of various religious and spiritual traditions that have celebrated images of women and power. We will use the book, *Composing a Life*, to review the stories of five contemporary women and examine how each composed a meaningful life.

Due:

"Her Story" presentation; come to class prepared to describe one of your personal heroines.

Paper on global business women.

Read:

Bateson's *Composing a life*.

Anderson, K. The purpose at the heart of management, in *RFTT*, pp. 143-155.

Case: Karen Leary. 1986, *HBS* 9-487-020.

Prepare for class discussion.

12 ORGANIZATIONAL LEADERSHIP: DIALOGUE AMONG GLOBAL WOMEN BUSINESS LEADERS

Success can be elusive for women as well as men. We will explore the roots, life, and contribution of a number of highly successful CEOs and presidents of global businesses. In an in-role dialogue, participants will discuss the career paths, organizational visions, and success of some of the world's most prominent women business leaders.

Due:

Paper on global woman political leader

Assignment:

Prepare to participate in a discussion of world vision and leadership issues from the perspective of your selected global woman business leader.

13 SOCIETAL LEADERSHIP: A DIALOGUE WITH FUTURE HISTORY

A 1992 survey found that 61% of Americans believed that the United States would be better governed if women held more elected political offices. While the Americans have yet to elect a woman as head of state, women have led countries as diverse as Bangladesh, Canada, India, Ireland, Israel, Norway, Pakistan, The Philippines, Turkey, and the United Kingdom. Who are the women who hold—or have held—high political office? What are their backgrounds? How do they achieve power? What are their leadership styles? In what ways, if at all, do they differ from their male counterparts? This session will investigate women's roles as world political leaders through the perspectives of the most prominent women worldwide. We will focus on the 25 women who have led modern countries and governments. In an in-role dialogue, participants will discuss world issues from the perspective of the world's most noteworthy political leaders.

Assignment:

Prepare to participate in discussion of world vision and leadership issues from the perspective of your selected global woman political leader.

Read:

Adler, N. (1996). Global women political leaders: An invisible history, an increasingly important future. *Leadership Quarterly*, *7*(1), 133-161 in course packet.

Genovese, M. (1993). Women as national leaders: What do we know?; Women as chief executives: Does gender matter? *Women as national leaders*. Newbury Park, CA: Sage, pp. 211-218, 1-12 in course packet.

Benn, M. (1995). The women who rule the world. *Cosmopolitan*, Feb., in course packet.

Fallaci, O. (1976). Golda Meir. Indira Gandhi. *Interviews with history*. Boston: Houghton Mifflin, pp. 88-122, 152-181.

14 "For millennia women have dedicated themselves almost exclusively to the task of nurturing, protecting, and caring for the young and the old, striving for the conditions of peace that favor life as a whole. . . . It is time to apply in the arena of the world the wisdom and experience women have gained. . . ." (Burmese opposition leader Suu Kyi, as cited in *Tempest & Farley*, 1995:A27). Each individual creates her own path and contribution. We will explore the personal vision of each member of the seminar. Keeping in mind Pakistani Prime Minister Benazir Bhutto's caveat, that "women who take on tough issues and stake out new territory are often on the receiving end of ignorance" (as cited in Dahlburgg, 1995: A4), the session will explore the potential paths to realizing personal visions.

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Changing Agendas in Leadership Education

Educational Level: Graduate
Department: School of Cultural and Policy Studies
Format: For-credit—internal or external mode
Part of: Master of Education

INTRODUCTION

This is the core unit of the six units in the Leadership and Management area of interest. It is expected that those studying in this area of interest will complete this unit first. While much of the academic literature reflects an increasing concern with democratic styles of leadership, the political and economic environment has become increasingly market-oriented, with a stress on the management of tighter funding, privatization principles, accountability, and challenging notions of public-sector security. This fundamental set of dilemmas will be examined in the context of leaders who have to reconcile aspects of corporate managerialism on the one hand with collaborative and equity emphasis on the other.

There have been major shifts in how we conceptualize leadership. Examination of the continuing development of approaches to the study of leadership reveals that more recent studies have explored in depth sociocultural and ethical dimensions of leadership. Many of the early studies of leadership either did not attend to the contexts in which leaders worked or ignored and reduced the significance of the economic, social, and political facets of change. In this unit, the differing approaches to the study of leadership at the present time, including organization theory, cultural analysis, critical theory, the increasing number of women in leadership positions, and the very essence of the concept itself, will be addressed. These different emphases can be combined to enhance understanding of leadership in the 1990s and provide a broad underpinning for work carried out in the leadership area of interest.

OBJECTIVES

- Understand the complex sociopolitical context of leadership in the 1990s.
- Analyze critically the implications of changes in organizational culture for leadership agendas and challenges.
- Discuss the historical and philosophical dimensions of leadership, especially as these relate to the changing definitions of leadership, in particular to historical times, contexts, and changing philosophical beliefs.
- Demonstrate a knowledge of the theoretical approaches to a critical study of leadership.
- Analyze specific organizational contexts that illustrate current leadership dilemmas.

TEXTS

Limerick, D., & Cunnington, B., Eds. (1993). *Managing the new organization*. Sydney, Australia: Business and Professional Publishing.
Smyth, J., Ed. (1989). *Critical perspectives on educational leadership*. London: Falmer Press.
Book of readings.

EXPECTATIONS

Students are expected to play an integral part in generating topics for discussion in group work, based on their organizational experience. The seminar program will be based on student-led discussions of weekly readings from the textbooks and the book of readings. It is, therefore, imperative that students set aside some time each week to read the material.

The lectures regard participation in classes as an intrinsic part of this unit. Since the philosophical basis of the unit is the integration of theory and practice, with students articulating their own critical reflection upon theory, regular attendance at and active participation in classes are essential elements. There is also an equity component to student attendance and participation. Offering ideas in class and willingly engaging in discourse should be shared equally among students and not left to a minority of vocally assertive or willing students who are then left to carry the discussion in classes.

For these reasons, those students who do not attend or actively participate on a regular basis may be asked by their lecturer to present an additional oral submission by way of makeup work during the semester.

REQUIREMENTS AND EVALUATION

Assignment 1: Written Essay—40%

Examine critically the theoretical bases of some emerging conceptions of corporate leadership. This is a theoretical paper ensuring that you are aware of the range of theories about leadership in the 20th century.

Objectives:

- Understand the complex sociopolitical context of leadership in the 1990s.
- Analyze critically the implications of changes in organizational culture for leadership agendas and challenges.
- Analyze specific organizational contexts that illustrate current leadership dilemmas.

Length: Approximately 2,000 words.

Assignment 2: Written Essay—60%

Analyze current leadership dilemmas in a relevant organizational context with reference to appropriate literature. This paper asks you to locate the theory in the practices in your own organization if possible. Some students have found it useful to interview a senior person in their organization about the leadership dilemmas they are facing and then explore those dilemmas and possible ways forward in the literature.

Objectives:

- Discuss the historical and philosophical dimensions of leadership, especially as these relate to the changing definitions of leadership, in particular to historical times, contexts, and changing philosophical beliefs.
- Demonstrate a knowledge of the theoretical approaches to a critical study of leadership.
- Analyze specific organizational contexts that illustrate current leadership dilemmas.

Length: Approximately 3,000 words.

General Criteria for Evaluation

- Evidence of wide reading and use of appropriate references.
- Key issues are identified and understood.
- Application of relevant theoretical concepts.
- Demonstrates critical and analytical skills.
- Demonstrates sensitivity to marginalized groups.
- Presentation:
  - – Clarity of expression
  - – Structure and organization
  - – Correct method of referencing

OUTLINE

Session	Topic
1	Using the Language of Leadership (audiotape) Read Topic 1.1; Smyth, ch. 1; L & C, ch. 1-2.
2	Leadership and Social Change Read Topic 1.2; Smyth, ch. 3; L & C, ch. 7.
3	A Critical Approach to Leadership Read Topic 1.3; Smyth, ch. 3.
4	A New Paradigm and Leadership Read Topic 1.5; Smyth, ch. 4; L & C, ch. 5, 8.
5	The Global Context Discuss assignment 1 Read Topic 2.1; L & C, ch. 1.
6	Corporate Managerialism, the State and Changing National Agendas Read Topic 2.2; Smyth, ch. 7.
7	Executive Competencies and Organizational Expectations Read Topic 2.3, 2.4; Smyth, ch. 5.
8	Teachers as Leaders of Social Change Assignment 1 due Read Topic 3.2; Smyth, ch. 1, 3, 6.
9	Women and Leadership Read Topic 3.1; Smyth, ch. 4; L & C, pp. 146-149.
10	Study Group Discuss assignment 2
11	Quality Management (audiotape) Read Topic 3.4.
12	School-based Management Supplementary readings
13	Assignment 2 Due Sharing dilemmas written up for assignment 2 Review of unit Evaluation Celebrations!

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Educational Leadership, Power, and Careers

Educational Level: Graduate
Department: School of Cultural and Policy Studies
Format: For-credit
Part of: Master of Education

INTRODUCTION

This subject focuses on crucial issues in the nature of work and an understanding of the concept of career in the changing world of the 1990s. These issues arise out of the way in which individuals are embedded in a class, race, and a gender prescribed by the power structure within a society, and the effects of these on how we plan and live our organizational lives. Societal and economic expectations are changing in the post-modern era of disorganized capitalism. Organizations, in turn, are changing in response to these broader changes, and within them so are concepts of self, self-efficacy, and career. It is important for students to gain deeper knowledge of these aspects of contemporary society to enable them to plan their own careers and their relationships with work and organizations. This overarching view of discontinuity in social change is an important background for their studies in leadership.

An understanding of changing concepts of self and career depends also on an appreciation of the way knowledge is construed and the relationship between knowledge, adult learning, and organizations. The unit provides a basis for individuals to reconsider their own self-development and the management of their own careers in modern organizations.

OBJECTIVES

- Identify and analyze the implications of social and structural inequalities, including sexism, classism, and racism, for the individual in the context of work and organizations.
- Examine and critically reflect upon broader definitions of work, both paid and unpaid.
- Understand how the construction of knowledge affects and constrains the everyday organizational life experience of the individual.
- Develop a personal knowledge of the difference between a hierarchical model and a lifestream model of career and apply this to the management of their own career and self-development.
- Evaluate some of the legal, societal, and organizational management responses for career equity.

TEXTS

Limerick, B., & Lingard, B., Eds. (1995). *Gender and changing educational management.* Port Jervis, NY: Hodder Education.

Limerick, D., & Cunnington, B., Eds. (1993). *Managing the new organization.* Sydney, Australia: Business and Professional Publishing.

We expect your readings to be fairly eclectic and idiosyncratic. Also, it is important that we share resources and good reading matter in an ongoing way throughout the unit as we are a community of learners. However, it would be good if you could access *Managing the New Organization* and read it in the first two weeks of the semester so that we all start with some similar understanding of the enormity of the change that is facing us in organizations and what that means for our careers.

We will also be sharing readings with you throughout. Our view is that students are an integral part of the developing processes used in class sessions. Workshops, case studies based on students' own work situations, and visitors discussing their research in relevant areas will be key parts of the subject matter.

REQUIREMENTS AND EVALUATION

Assignment 1—40%
A theoretical paper analyzing power relationships in your workplace as defined by one of the disadvantaged groups in Australian society and how they impact individuals' careers.
Length: Approximately 2,000 words.

Assignment 2—60%
A critical analysis of an issue raised within the course, drawing the relationship between your personal world and career directions. Some of you with particular expertise in an area relevant to this unit (such as performance planning and review) may choose to present a workshop in place of an assignment.
Length: Approximately 3,000 words.

OUTLINE

Session	Topic
1	Leadership, Power, Careers, and You: Setting the Scene Read *Gender and changing educational management*, ch. 1.
2	The Nature of Work Read *Gender* . . ., ch. 1, 5, 16.
3	A New Look at Career Read *Gender* . . ., ch. 7-8.
4	Gendered Leadership Styles Read *Gender* . . ., ch. 2-3.
5	Exhibition Holiday
6	Organizations, Power, and Careers: The Basis of the Bargain Read *Gender* . . ., ch. 10, 14.
7	Careers and the Learning Organization
8	Organizational Knowledge: Who Knows What Minor assignment due Read *Gender* . . ., ch. 4-5, 15.
9	Career Management: Diversity, Equity, and Organizational Strategies Read *Gender* . . ., ch. 3, 6, 9, 11.
10	The Executive Competency of Managing Self Read *Gender* . . ., ch. 13, 17.
11	Work Done Outside the Money Economy Read *Gender* . . ., ch. 12.
12	Men's Changing Views of Work Read *Gender* . . ., ch. 16.
13	Planning My Career Read *Gender* . . ., ch. 7-9, 11; section 4.
14	Conclusion and Evaluation Major assignment due

* * *

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Managerial Leadership

Educational Level: Graduate
Department: MBA
Format: For-credit
Stand Alone

DESCRIPTION

This course provides the student with leadership skills in managing the work team. Emphasis is placed on interpersonal behavior and group dynamics and processes, including communication, job design, role definition, motivation of individuals within work groups, workforce diversity, and the evolution of group cultures and norms in various kinds of work environments. Concepts will be drawn from the fields of industrial psychology, industrial sociology, and other behavioral sciences.

TEXTS

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future*. San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (1993). *Leadership practices inventory (LPI): A self-assessment and analysis manual*. Lanham, MD: University Publishing Associates.

Kouzes, J. M., & Posner, B. Z. (1993). *Leadership practices inventory (LPI): Self and other*. Lanham, MD: University Publishing Associates.

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge*. San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Research Book Reports—12%
To begin research for the final project, each student will read one management/leadership book in addition to the two required texts—*The Leadership Challenge* and *The Leader of the Future*. The book should be current and relevant to

the research project. Care should be taken so there is no duplication. (No two students should review the same books.) These reference books along with other shared resources, such as journal articles, newspaper stories, etc., will serve as the basic research for the class project.

Each student will make a 20-minute oral report to the class on the book selected. Focus on the qualities of the book. Critique the strengths and weaknesses of the book. Cover significant aspects that would be useful to the project, i.e., theory, applications, and models. A typewritten handout with a proper reference to the book and outlining the pertinent content should be distributed to the whole class.

For 10% extra credit, a second book or two professional journal articles can be read. For this credit, provide a one-page typewritten review, again emphasizing the qualities of the book or article, and distribute it to the entire class. Focus on the book's or articles' pertinent theories, applications, models, etc.

Leadership Book Project—40%
As with leadership theory, this course has been evolving. In keeping with this evolution of leadership, the class will do a project that has a tangible outcome. You are going to write a book on the subject of leadership development.

The book will focus on developing employees to become leaders and will discuss the pertinent knowledge, skills, and abilities (KSAs) necessary. Emphasis should be placed on how to empower followers to be leaders. Areas that could be reviewed include: personal behavior and KSAs required for leadership, dealing with workplace diversity, communication, benefits to the organization, etc.

After several class meetings, the topics and activities the class wishes to cover in the book will be outlined. Small groups/teams of two or three will be formed based on student interests and topics. Each team will then coauthor an annotated outline (typewritten, double-spaced), which provides a sense of the book's general direction. After receiving feedback on the outline from all class members, each team will prepare a draft manuscript. Comments on the first draft will be used to revise the document. After that, each team will receive one last set of comments and will have a couple of weeks to prepare the final draft. An editorial team can also be appointed for this purpose. Once the book is written, you should have it duplicated and bound into a completed volume. Each student will sign and receive a copy at the last class meeting. One copy, if bound with a hard cover, will be submitted to the library.

Getting feedback on each draft is essential for a first-rate document. To increase the amount of feedback you receive, the class will organize the project much like a professional journal editorial review process. Each of you will be a reviewer for two other parts, which means you are responsible for helping each other discover strengths, weaknesses, and blind spots. You will find this to be a great learning exercise in giving constructive criticism. The professor will also provide a review.

Due dates for various stages of the project will be collaboratively established. We will use some class time for editorial board meetings during which we can discuss the overall book and try to solve any problems that arise.

Personal Journal Process—20%
As we go through the semester, each student will keep a personal journal of his or her observations of group/team and class member behavior in all environments. Both your team/class exercises and your outside meetings should be a good source for documentation. These observations should be typewritten, double-spaced, and documented by meeting date—approximately one page per class session or small-group meeting. Journals will be submitted for evaluation twice during the course.

A. Emphasis for the journal should be on an accurate description of the behavior (individual and group), both verbal and nonverbal, and on the interpretation of that behavior as it affects the work group's effectiveness and decision making, both short- and long-term. References to specific behavioral and group process theories are expected as a framework for the student's interpretation, increasing as the student's knowledge of relevant theory grows. Remember that appreciation of individual differences is an objective of this course. It is an important aspect of enriching your understanding of others. Learning to cope with individual differences is a major interpersonal and team-skills development area for effective leadership.

Here are some suggestions of the learning and concept areas you might use as the basis for observations and journal entries. Support these entries with citations from outside sources.

- Your perceptions and feelings about group members and the influence of these perceptions on your behavior. As a first entry in your journal, you might want to describe your initial impressions of each person. What impact is each having on the team or class as a whole, and what impact is the team having on that person? Later in the course you can see whether your impressions and predictions have proved to be valid.
- Your effectiveness in the team (you can also use team and group process observation techniques for this); your feelings about this; your attempt to develop areas of your effectiveness.

- How have group norms developed? Norms are important because they become determinants of behavior; the group accepts those who conform and rejects those who tend to deviate.
- Development of task, social-emotional, individual roles.
- Sub-structuring in groups: dyads, triads, singletons, and so on.
- Group-skills development in such areas as communication, problem solving, and decision making.
- How course concepts, such as communication, perceptual differences, motivation/frustration, leadership styles, team styles, and groupthink, apply.
- How leadership processes develop in the class.

In keeping the journal, use specific examples and do your best to link your observations and experiences to specific concepts from the course and/or reading. You may include materials that highlight specific issues (e.g., cartoons, magazine articles) or examples that involve good or bad individual or group performances, or leadership behaviors you did not understand.

All journal entries should be kept in a consolidated format used only for journal entries. Each journal entry should be titled with a specific leadership topic and dated.

B. For the last submission of your personal journal include a one-page assessment of each team member's role in group performance at both the task and process levels. This is an evaluation of the performance of each work-team member (positive as well as constructive) based on observations, notes from your journal, and other evaluation criteria available during the course. Copies of this one-page evaluation report are to be made available to each team at the end of the course.

There are several reasons for keeping a journal. First, journals reinforce an active learning approach by encouraging reflection about yourself and those around you. Journals provide an opportunity to respond in a personal way to ideas about leadership in the readings, class activities, the media, or expressed in personal conversations. Second, journals provide a record of raw data that you can return to later and view through alternative perspectives discussed later in the course. Third, your entries will be used to gauge your opinions of the course content, your understanding of various leadership topics, and those with whom you work. This feedback will help to improve the course in the future.

There is no required length of each journal entry. Quality is as important as quantity. The quality of a journal entry will partly be a function of your ability to relate leadership topics to your own experiences and observations. However, because any leadership situation can be explained using a variety of perspectives, the quality of your journal entries will also depend on your ability to look at leadership phenomena using multiple perspectives. Except for the one-page team member observation, all entries will be treated as confidential between professor and student.

Participation—6%

For the last submission of your personal journal, the Individual Class/Group Participation and Leadership Form should be completed and included. This grade should encompass your class participation, i.e., being prepared to discuss the reading assignments, sharing with the class articles from professional journals, etc.

Research Book Reports—5%

Respond to the Personal Best Questionnaire, and prepare your case. Each student will type and orally share his or her situation, following the outline form, Leadership Experience Worksheet, in a small-group exercise. The typed Personal Best responses are to be turned in for evaluation.

Leadership Practices Inventory (LPI) Self and Other—17%

The Leadership Practices Inventory (LPI) Self and Other is designed to assist a leader in identifying the extent to which he or she engages in certain leadership practices.

A. Read the LPI-Self-Assessment and Analysis Manual and LPI-Self instructions. Complete the LPI-Self and record the scores that you gave yourself in the LPI manual.

B. Ask five others who know you to complete the LPI-Other. Note that these individuals should be people who have observed you or have worked with you, such as your boss, subordinates, peers, etc. Choose those who will be frank and whose opinions you respect. You can have them mail the LPI-Other back to you to maintain anonymity. This information should be relayed by you to the respondents selected.

C. Interpret your LPI scores (compare and contrast your self-score to theirs). Explore, and write your specific leadership case study (typewritten, double-spaced). Start your written analysis with an explanation of who completed your survey tools. Summarize your report with an action plan and the steps you are going to take.

OUTLINE

Session	Topic
1	Introduction to Course: Overview of Management and Leadership Read: *Leadership challenge*, Preface and ch. 1; *The leader of the future*, Foreword and Preface
2	Knowing What Leadership Is Really About Read: *Leadership challenge*, Human Side of

Leadership; *The leader of the future*, readings 1-4
3 Leadership and Leader Behavior
Read: *Leadership challenge*, ch. 2 and Appendix A; *The leader of the future*, readings 5-8
4 Starting New Teams
Read: *Leadership challenge*, ch. 3-4; Personal Best questionnaire; assignment 5—discuss in class; *The leader of the future*, readings 9-12.
5 Building an Effective Team
Read: *Leadership challenge*, ch. 5, 6, and Appendix B; *The leader of the future*, readings 13-15
6 Inspiring a Shared Vision
1st journal due—assignment 3
7 Enabling Others to Act
Read: *Leadership challenge*, ch. 7-8; *The leader of the future*, readings 16-18
8 Group Decisions
Read: *Leadership challenge*, ch. 9-10; *The leader of the future*, readings 19-21
9 Challenging the Process
Read: *Leadership challenge*, ch. 11-12; *The leader of the future*, readings 22-23
10 Modeling the Way
Read: *Leadership challenge*, ch. 13; *The leader of the future*, readings 24-27
11 The Beginning of Leadership
Read: *The leader of the future*, readings 28-31
12 Teamwork
LPI Inventory Interpretation—assignment 6 due
13 Final Review
Final journal due with team member assessments and evaluation of participation—assignments 3b and 4

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Rice University

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Schlumberger Initiative for Women

Educational Level: Graduate and undergraduate
Department: Student Affairs
Format: For-credit
Stand Alone

INTRODUCTION

Schlumberger Initiative for Women is designed to provide unique opportunities for leadership development among Rice University women students in science and engineering. Research suggests that women and minority students have a limited career awareness of both alternatives available to them as well as the necessary steps for securing employment. The Schlumberger Initiative for Women will not only serve as a bridge for women students to enhance their leadership skills and education, but also to gain insight into their career development in order to be successful professionals at leading companies like Schlumberger.

GOALS

- To provide a forum for discussion and support for women students pursuing degrees and current issues in engineering and the sciences.
- To assist women students in individual career development through exploration and presentations that address professional opportunities in the engineering and science fields.
- To challenge women students in developing leadership skills through seminars, conferences, and experiential learning. These opportunities will address leadership in the workplace, components of leadership, and style differences for women professionals.
- To facilitate service learning opportunities for women students; addressing the needs of young women and girls

in the community concerning education about women in the sciences.

FORMAT

Organizational Structure

- Steering Committee: The Steering Committee will serve as an advisory group for the Schlumberger Initiative for Women. It will primarily be a support for the program members, and will evaluate, advise, and promote the program among the Rice community, and also nurture its development.
- Program Members: Thirty-six members will be selected for the Schlumberger Initiative for Women—24 undergraduate women and 12 graduate women. The graduate women will serve as mentors for the undergraduates and will each have two undergraduate mentees.

Educational Structure

- Each member will be required to attend a lunch meeting every Monday, featuring guest speakers and educational sessions focusing on leadership, career development, and community involvement.
- Each semester there will be a lecture open to the Rice community on science and engineering coordinated by the students in the program. In addition, there will be an external visit by members in the program to Schlumberger locations to interact with women professionals.
- Throughout the academic year, the members in the program will participate in a service learning project coordinated with the Community Involvement Center.

OUTLINE

Session	Topic
1	Career Fair and Minority Job Expo
2-3	Group Needs Assessment
4	Guest Speaker from University of Houston School of Ophthalmology
5	Self-Esteem and Assertiveness Training
6	Special Guest Lecture, Geologist/Marine Biologist
7	"College 101" Presentation at Lanier Middle School to an All-Girl 6th Grade Science Class
8	Schlumberger Panel: Austin Product Center
9	Leadership Dynamics: Establishing a Consensus
10	Guest Speaker: Technical Marketing Director in Production Enhancement and Senior Geophysicist in Product Marketing
11	Women in Science and Engineering (WISE) Conference
12	Women and Oppression
13	Guest Speaker: Study and Work Abroad Programs
14	Guest Speaker: Environmental Department, Shell Development The "Rice Experience"
15	Guest Speaker: President, Girl Games
16	Final Assessment and Evaluation

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Rowan University

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Leadership Theory

Educational Level: Graduate
Department: Educational Leadership
Format: For-credit
Stand Alone

GOALS

This course provides an introduction to the literature on leadership and has two primary goals:

- To assist students in the construction of an individual theory of leadership, grounded on extant literature, which will guide their practice as educational leaders.
- To promote students' reflective-leadership practice through the development of an educational-leadership platform.

To achieve these goals, students will seek to define and to demystify leadership, as well as to distinguish leadership from management and administration. They will elucidate a set of core values for leadership and will develop an understanding of the roles and expectations of leaders. They will also learn and begin to apply the skills required for leadership.

FORMAT

This course requires the active involvement of the students. The first two sessions will build upon the students' existing insights regarding leadership and will include presentations by the instructor. Beginning with the third class, teams of four students will assume responsibility for the session. Each student will be on two teams. Each of these classes will include:

- A synthesis and analysis of at least five articles/chapters/ research reports, beyond the assigned readings, pertinent to the session. At least one of these pieces of literature must be research-based. The team will provide a written review of the five pieces to the class.
- A discussion of how a real or fictional character (as portrayed in literature, film, or television) provides the leadership that is the topic of the session.
- A case study prepared by the team applying the topic to an educational organization. The case study will have two parts—a well-described situation for the class to diagnose and an analysis of the case from the team's point of view. The class will analyze the case prior to hearing the team's analysis. A written copy of the case will be provided to the class by the team.

In these sessions, the role of the instructor will be to provide additional information to round out the team's presentation, to provide additional insights to the discussion, and to probe for deeper understanding. The final session of this course, held conjointly with the Leadership Seminar, will provide the opportunity for students to present their educational-leadership platforms to the class.

TEXTS

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future: New visions, strategies, and practices for the next era.* San Francisco: Jossey-Bass.

Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Free Press.

REQUIREMENTS

Team Presentations

Each team will present:

- A synthesis and analysis of at least five articles/chapters/ research reports, beyond the assigned readings, pertinent to the session. The team will provide a written review of the five pieces to the class. Note that the written review will also serve as the basis for an assignment in the Research course.
- A discussion of how a real or fictional character (as portrayed in literature, film, or television) provides the leadership that is the topic of the session.
- A case study that applies the topic to a situation in an educational organization. The case study shall have two parts—a well-described situation for the class to diagnose and an analysis of the case from the team's point of view. The class will analyze the case prior to hearing the team's analysis. A written copy of the case will be provided to the class by the team.

Theory of Leadership

Working in supportive teams, each student will prepare his or her own theory of leadership; a review of the literature that underpins the student's theory will be fundamental to the paper. The student's theory of leadership will serve as the basis for the theoretical portion of the educational-leadership platform. Papers will be shared with the cohort. Note that this paper will also be submitted in the Research course to demonstrate proficiency in reviewing literature.

Educational-Leadership Platform

Concurrently with the Leadership Seminar, each student will prepare and present to the cohort his or her educational-leadership platform. Note that the platform will also be graded in the Leadership Seminar.

OUTLINE

Session	**Topic**
1	Introduction Session objectives: • To develop an understanding of the goals and expectations of the course. • To work toward a definition of leadership, distinguishing it from management and administration. • To describe the educational-leadership platform. Related readings: In Wren: Gardner, "The cry for leadership"; Burns, "The crisis of leadership"; Spitzberg, "Paths of inquiry into leadership"; Bass, "The meaning of leadership," and "Concepts of leadership: The beginnings"; Hughes, Ginnett, & Curphy, "What is leadership"; Kotter, "What leaders really do." In Hesselbein: Bardwick, "Peacetime management and wartime leadership"; Bolt, "Developing three-dimensional leaders."
2	Multiple Perspectives and Leadership Session objectives: • To develop an understanding that there are many frames through which leadership can be viewed. • To develop an understanding that context affects leadership. • To develop an understanding of the societal context in which educational leadership occurs. • To identify the challenges for educational leaders. Related readings: In Wren: Chemers, "Contemporary leadership theory"; Rosener, "Ways women lead"; Schein,

"Would women lead differently"; Morrison & Von Glinow, "Women and minorities in management;" Wren & Swatez, "The historical and contemporary contexts of leadership: A conceptual model"; Mabey, "The making of a citizen leader"; Bolman & Deal, "Common views of organizations."

In Hesselbein: Work, "Leading a diverse workforce"; Farren & Kaye, "New skills for new leadership roles"; Mandl & Sethi: "Either/or yields to the theory of both"; Melendez, "An 'outsider's' view of leadership."

3 Leading Systems in Turbulent Times

Student presentations begin with this session

Session objectives:

- To understand open-systems theory.
- To learn the importance of systems thinking as the basis for developing a learning organization that can adapt quickly to environmental changes.
- To understand the challenges and dynamics of leadership in a learning organization.

Related readings:

In Wren: Gardner, "Leadership in large-scale organized systems."

In Hesselbein: Bridges, "Leading the de-jobbed organization"; Senge, "Leading learning organizations: The bold, the powerful, and the invisible"; Kanter: "World-class leaders: The power of partnering"; Plamondon, "Energy and leadership."

4 Are There Traits of Leadership?

Session objectives:

- To develop an understanding of the literature regarding leadership traits.
- To determine whether leadership traits exist and how they are acquired.
- To develop a list of characteristics of effective leaders.

Related readings:

In Wren: Lao Tzu, "Tao te ching"; Stogdill, "Personal factors associated with leadership"; Kirkpatrick & Locke, "Leadership: Do traits matter?"; Hersey & Blanchard, "Behavioral theories of leadership"; Brookfield, "What it means to think critically."

In Hesselbein: Kouzes & Posner, "Seven lessons for leading the voyage to the future"; Ulrich, "Credibility times capability"; Wilhelm, "Learning from past leaders"; Goldsmith, "Ask, learn, follow up, and grow"; DeCrane, "A constitutional model of leadership."

5 Leading with Values

Session objectives:

- To understand how differing values and multiple realities compound the challenge of leadership.
- To understand the importance to the organization of the leadership acting in accordance with a clear set of values.
- To identify the values important to leadership in general to understand and to one's own educational leadership.
- To utilize leadership values as the basis for ethical decision making.

Related readings:

In Wren: Machiavelli, "How princes should keep faith"; Gandhi, "Satyagraha"; Burns, "Moral leadership"; Prince, "Moral development in individuals"; Ciulla, "Messages from the environment: The influence of policies and practices on employee responsibility"; Kidder, "Universal human values: Finding an ethical common ground."

In Hesselbein: Covey, "Three roles of the leader in the new paradigm"; Leider, "The ultimate leadership task: Self-leadership."

6 Cultural Leadership

Session objectives:

- To identify an ideal culture for the educational organization.
- To understand how culture develops and is maintained in educational organizations.
- To be able to diagnose when an educational organization requires a change in culture in order to achieve its goals.
- To learn how educational leaders can strengthen and/or change the culture of their organization.

Related readings:

In Wren: Schein, "Defining organizational culture"; Deal & Kennedy, "Strong cultures: A new 'old rule' for business success."

In Hesselbein: Schein, "Leadership and organizational culture"; Heskett & Schlesinger, "Leaders who shape and keep performance-oriented culture"; Noer, "A recipe for glue."

7 Visionary Leadership

Session objectives:

- To learn the difference between transactional and transformational leadership.
- To develop an understanding of the barriers to change and what might be done to overcome them.
- To understand what is meant by vision and how vision can serve as the basis for change.

- To develop the ability to think in terms of paradigm shifts.
- To learn the roles of visionary leadership.
- To understand the pitfalls that leaders must avoid if they are to successfully implement new approaches.

Related readings:
In Wren: Bennis, "The artform of leadership"; Beckhardt & Pritchard, "Choosing a fundamental change strategy"; Sashkin, "Visionary leadership."
In Hesselbein: Blanchard, "Turning the organizational pyramid upside down."

8 Leadership and Power
Each team's written literature analysis is due for this session
Session objectives:

- To define power.
- To develop an understanding of and to reflect on one's own power needs.
- To gain an understanding of the sources of power.
- To diagnose the strengths and weaknesses of charismatic leadership.
- To achieve an understanding of the appropriate uses of leadership.
- To understand the power of servant leadership.

Related readings:
In Wren: Greenleaf, "Servant leadership"; Burns, "Transactional and transformational leadership"; Nadler & Tushman, "Beyond the charismatic leader: Leadership and organizational change"; Miller, "Dominance/subordination"; Cronin, "Leadership and democracy"; Carson, "Martin Luther King, Jr.: Charismatic leadership in a mass struggle"; Hughes, Ginnett, & Curphy, "Power, influence, and influence tactics."
In Hesselbein: Handy, "The new language of organizing and its implications for leaders"; Pollard, "The leader who serves."

9 Leading and Empowering
Session objectives:

- To understand the leader/follower dynamic.
- To understand the theories regarding motivating followers.
- To increase the understanding of contingency/situational leadership theory.
- To deepen the understanding of the leader/follower dynamic.
- To understand the limitations of delegation.
- To understand how the organization gains by strengthening the leadership capacity of followers.
- To begin to become comfortable with the riskiness and uncertainty of empowerment.
- To understand how to implement a process of staff empowerment.
- To determine whether there are appropriate limits to staff empowerment.

Related readings:
In Wren: Gardner, "Leaders and followers"; Rost, "Leaders and followers are the people in this relationship"; Kelley, "In praise of followers"; Hersey & Blanchard, "Situational leadership"; Manz & Simms, "SuperLeadership: Beyond the myth of heroic leadership"; Hughes, Ginnett, & Curphy, "Understanding and influencing follower motivation."
In Hesselbein: Hegelson, "Leading from the grass roots"; Pinchot, "Creating organizations with many leaders"; Smith, "The following part of leading."

10 Leading Beyond Conflict
Session objectives:

- To define conflict and understand the role that conflict plays in an organization.
- To understand the conflict process.
- To understand the dynamics of intergroup conflict within the organization.
- To learn various approaches to conflict resolution.
- To understand the power of team building as a means of avoiding dysfunctional conflict within the organization and to know how to facilitate team building.

Related readings:
In Wren: Hofstede, "Cultural constraints in management theories"; Harrison, "The decision-making process"; Vroom, "Decision making and the leadership process"; Brett, Goldberg, & Ury, "Designing systems for resolving disputes in organizations."
In Hesselbein: Bornstein & Smith, "The puzzles of leadership."

11 Leadership and the Future
Session objectives:

- To identify the major trends affecting our society.
- To identify the challenges that these trends will have for leaders in the future.
- To consider the effect that these challenges are likely to have on the nature of leadership in general and in the educational context in particular.
- To examine issues of leadership development and succession.

Related readings:
In Wren: Morrison, "Challenging the barriers to opportunity"; McFarland, Senn, & Childress, "Redefining leadership for the next century"; Smith, "Talent and training for leadership"; Darling, "A new vision of leadership."
In Hesselbein: Beckhard, "On future leaders"; Steere, "Key leadership challenges for present and future executives"; Weber, "Growing tomorrow's leaders."

12 Self-Reflective Leadership
Session objectives:
- To facilitate the synthesis and integration of the leadership theory covered in this course.
- To demonstrate the ability to apply the leadership theory covered in this course to the challenges of the educational workplace.

The written educational-leadership platform is due.
In this joint Leadership Theory/Leadership Seminar session, students will present their educational-leadership platforms to the group.

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Seattle University

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Leadership and Change Management

Educational Level: Graduate
Department: Public Administration
Format: For-credit
Stand Alone

DESCRIPTION

The focus of this seminar is the practice of leadership, learning, and change management in relation to self, others, teams, and organizations. We will undertake readings and learning activities designed to expand our thinking about these topics and enhance personal mastery of related skills.

OBJECTIVES

- To explore some contemporary theories of leadership, change management, and personal and organizational learning.
- To enhance personal, interpersonal, and strategic leadership/change management skills.

TEXTS

Covey, S. (1989). *The seven habits of highly effective people: Powerful lessons in personal change.* New York: Simon & Schuster.
Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Currency/Doubleday.
Vaill, P. (1996). *Learning as a way of being: Strategies for survival in a world of permanent white water.* San Francisco: Jossey-Bass.
Wheatley, M. (1994). *Leadership and the new science: Learning about organization from an orderly universe.* San Francisco: Berrett-Koehler.
Selected readings.

EXPECTATIONS

- Co-create a challenging and useful learning experience.
- Be prepared to discuss readings in class as assigned.
- Actively engage in class activities and discussion.
- Participate in a team project involving an in-class presentation on a leadership/change topic of your choice.
- Attend all class sessions or make prior arrangements with the instructor if an absence is unavoidable.
- Complete all written assignments on time or make prior arrangements with the instructor if a late submission is unavoidable.

REQUIREMENTS AND EVALUATION

Application Papers—30%
Students will write two application papers of approximately three double-spaced pages each. These papers will afford the student the opportunity to explore personally relevant applications of assigned readings.

Application papers should focus on and explore ways in which the assigned reading material for this course generates understanding and implications related to actual events, situations, and issues of your own life. You are encouraged to choose topics that both interest you personally and challenge you intellectually. This writing assignment is best viewed as an opportunity to explore selected topics in depth and to provide a well-reasoned, as well as personally useful, analysis.

A high-quality analysis will demonstrate clear understanding of the reading material and how it specifically applies to you; will have some complexity and depth; and will generate useful implications, insights, and recommendations. Assessments and conclusions will be adequately supported by behavioral examples and factual evidence. In general, implications, insights, and recommendations that apply to yourself as opposed to others, or reflect action that you can personally take, will be considered most useful.

Systems-Thinking Problem—10%

Students will be asked to utilize Senge's system-diagram techniques to describe and analyze one assigned case and one personally selected situation.

- Use systems-thinking techniques as defined in the following steps to analyze the "Affirmatively Managing Helen" (Bailey, M. T. [1990]. "Affirmatively Managing Helen." *Managing local government*. ICMA.) case from the reader. Base your analysis on how you see the problem before Asbury took over. There is no right answer.
  - Step 1: Define the problem (as it existed before Asbury took over) in 30 words or less.
  - Step 2: List what you see as the key variables or factors that contribute to the problem.
  - Step 3: Play with Senge's mapping techniques (see ch. 5, 6, and appendix 2) to create two or more systems consisting of two or more of the variables you identify in Step 2.
  - Step 4: Briefly explain in words what each arrow in your diagram means.
- Use the same series of steps to define and analyze a work or personal situation from your own experience.

Note: This assignment is given to help you clarify how to use Senge's mapping techniques. Do not worry about artwork. Just make sure the material is legible and your reasoning is clear.

Personal-Change Management Plan—30%

Each student will prepare a seven-page paper that utilizes some topic from the course readings as the basis of a personal-change management action plan.

Each student is to submit a self-oriented Change Management Plan that is designed and written as if it is to be submitted to an (enlightened) organizational mentor or HRD manager. For the proposal, select one of Senge's five disciplines or one of Covey's seven habits as a skill area you will propose to further develop in yourself. The written paper should not exceed seven pages. Your paper must include the following six components:

- A brief summary of the habit, discipline, or skill topic as you understand it and are applying it to yourself.
- A realistic, thorough assessment of your strengths and weaknesses in relation to the selected skill area. Discuss relevant personal and family history where appropriate and give examples/illustrative incidents of your own current behavior/skill level.
- A description of your personal vision of success in relation to the skill area, including a description of how you would see yourself functioning in specific circumstances and relationships three years from now, and how this would benefit your organization or career.
- An outline of a one-year personal development action plan, including development goals and specific activities you plan to undertake to achieve your goals. The plan should make some specific time-schedule commitments for activities and objectives.
- A statement of specific ways in which your organization, family, and others could help you to achieve your vision and goals (e.g., training, time, moral support, etc.).
- A statement of specific ways in which your success in this personal change-management effort will benefit your organization, family, friends, community, etc.

Instructor evaluation of the change-management plan will be based on: 1) knowledge of leadership/change principles and development strategies; 2) clarity, quality, and completeness of self-analysis and action planning; and 3) professional quality of writing and presentation.

Team-Topic Presentation—20%

Students will work in small groups to create a short learning module presentation on a leadership or change-management topic of your choice. Presentations will be held on the last day of class, and each group will have approximately 35 minutes.

Each team is asked to create and present a learning module on a leadership or change-management topic that expands upon or supplements the course materials. A learning module is a very focused treatment of a single topic that has substantive value for both the presenters and class participants. The general purpose of the exercise is to engage in a leadership experience of developing capacities in self and others.

Learning modules may use any appropriate presentation format, including lecture-discussion, dramatization, role-play, modeling, group exercise, or case analysis. Teams are encouraged to use material from professional experience where applicable.

Instructor evaluations will be based on: 1) significance, relevance, and practical learning value of the module; 2) achievement of the team's identified learning objectives; and 3) organization, clarity, and creativity of the presentation.

Project Requirements:

- The maximum time allotment is 35 minutes for each team, including class discussion during the session.

Teams are responsible for timing presentations to fall within the 35-minute limit.

- Each team must submit, on the day the module is presented, a write-up of the module that includes: 1) learning objectives; 2) brief topic description or summary; 3) script or outline of the activities or presentation; and 4) references, if any.
- Each team is expected to provide an opportunity for class discussion during or after the presentation.

Project Hints:

- Less is more. Don't try to cover too many different ideas—be clear about your learning objectives and focus accordingly.
- Do use handouts and visual aids/transparencies when appropriate and helpful.

Class Participation—10%

Ten percent of your grade can be earned through constructive participation in class activities. This includes attendance, contribution of comments and questions that demonstrate and facilitate knowledge of readings, task leadership in class activities, and *refraining* from over-participation.

Summary of Student Evaluations

This course has been taught twice since the spring of 1996, receiving one overall evaluation of 4.0 and one of 4.5 on a 5-point scale. The higher evaluation was given by a group with relatively more leadership and managerial experience. Both groups consisted primarily of working professionals, with an average age of 35. Student comments suggest strong appreciation for the Covey and Senge books, and for the short written assignments involving applications of the reading material to personal experience.

OUTLINE

Session	**Topic**
1	Introductions of Ourselves and Course Learning Objectives
2	Current Thinking about Leadership, Change, and Learning Read: Bennis, Leadership for the 90's. Kouzes and Posner, Leadership is a relationship. Vaill, *Learning as a way of being*, Introduction, ch. 2, 4.
3	Leadership and the New Science Read: Wheatley, Unplanned organization. Wheatley, *Leadership and the new science*. Introduction, ch. 1-2, 6-7. Hurst, The wisdom of the hunters.
4	Self-Leadership: Private Victories Application paper 1 due Read Covey, Part One, Paradigms and principles; Part Two, Habits 1-3.
5	Interpersonal Leadership: Public Victories Read Covey, Part Three, Habits 4-7.
6	Learning Organizations, Introduction to Systems Thinking Read Senge, Part I, ch. 1-3; Part II, ch. 4-5.
7	Systems Thinking Systems thinking problem due Read Senge, ch. 6-8.
8	The Disciplines of Personal Mastery and Mental Models Read Senge, ch. 9-10.
9	The Disciplines of Shared Vision and Team Learning Application paper 2 due Read Senge, ch. 11-14; Harvey, The Abilene paradox.
10	Putting It All Together Team-learning module presentations
11	Personal-Change Management Plans Due

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University of Idaho

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Developing Leaders

Educational Level: Graduate or undergraduate
Department: Agricultural and Extension Education
Format: For-credit
Stand Alone

DESCRIPTION

Developing Leaders is a course designed to stir students' excitement about becoming leaders in their school, home, and community. The class will help students develop their enthusiasm and interest in focusing on their vision for the future. Individual and group activities will allow students to identify their leadership philosophy, to enhance their strengths, and to improve on their weaknesses.

OBJECTIVES

- Explain various theories of leadership.
- Assess situations for putting various theories into practice.
- Summarize the relationship between personality and leadership.
- Describe the qualities of good and bad leaders.
- Identify individual personality styles.
- Establish goals and implement effective strategies for goal attainment.
- Strengthen personal leadership skills.
- Analyze and critique the leadership approaches taken by others.
- Acquire skills for delegating responsibility and eliciting participation.
- Develop trust among other people.
- Demonstrate the effect of leadership styles on group tasks.
- Demonstrate the effect of power in a group.
- Develop time-management techniques.
- Describe the role of community service in developing leaders.
- Describe methods for reducing stress in your life.
- Acquire skills for motivating others.
- Examine risk taking.
- Practice effective decision making.
- Evaluate ethical issues leaders face.
- Evaluate how one's values and ethics influence decision making and self-confidence.
- Demonstrate proficiency in verbal and written communication.
- Discuss obstacles and benefits to gender/ethnicity as they relate to leadership.

REQUIREMENTS AND EVALUATION

Attendance and Class Participation (15 sessions at 10 points)—150 points

Because this class will rely heavily on classroom discussion and interaction between the facilitator and the students, it is extremely important that students attend class every week. Students will be given points for attendance and participation.

Reading Presentations (14 at 25 points)—225 points

Each student will select an appropriate text related to leadership development. During class sessions, students will be asked to share with the group key points or concepts that have been identified from the reading. A one-paragraph written review of the reading must be handed in to the facilitator.

Class Presentations (2 at 75 points)—150 points

(1 required, 1 optional)
Each student should select two topics from the class schedule or from their readings on leadership development to present to the class. Presentations should be 15-20 minutes in length and utilize a variety of teaching methods. Methods may include: lecture, questioning, group discussion, small-group activities, overheads, videos, etc.

Critical Analysis—150 points

Each student will complete one critical analysis of a selected leadership item. The critical analysis could be on a journal article, research study, video, live presentation, or of a specific organization. Examples of organizations include: community service, educational, environmental, fraternities, sororities, or social. Items or organizations selected for the critical analysis must be approved.

Leadership Development on the World Wide Web—75 points

Using computer search engines available on the World Wide Web, students can find current concepts and issues related to leadership development. Upon selecting an appropriate web site related to leadership, students can either print the material for distribution to class or arrange to show the web page to the class using available computer technology.

Group Discussion—75 points

Graduate students will be required to lead one group discussion on a specific topic related to leadership development. Discussions should last at least 15 minutes. Topics can be drawn from the list of course topics, television, newspapers, Internet, etc. As the facilitator for the group discussion, each student should be ready to present the topic, offer leading questions, and critically challenge opinions of the group members.

Book Critique—75 points

Read and critique the textbook *Developing Leadership and Personal Skills* (Hunter et al., 1997). The written critique should address: the content of the book; your impressions of the material, layout, and sections; and its usefulness for instructing high school students. The written critique should be at least two pages long and appropriate for publication in *The Agricultural Education Magazine*.

Community Service Project and Presentation—500 points

Each student or group of students must select a community service project or activity in which they will participate. Community service projects may be selected from those undertaken by existing community or university organizations. Groups of students may decide to work on a specific community or organizational problem that needs addressing.

Projects or problems selected must be approved by the facilitator. Groups and projects should be selected early in the semester. Periodic updates should be given to the class. Groups will make their final project presentations to the class during the final exam time.

Final Paper (graduate students only)—200 points
Graduate students will complete a final paper on the subject of leadership development. This paper will address their own personal leadership styles, aspirations, and growth throughout the semester. The paper should be limited to five double-spaced pages, including citations.

OUTLINE

Session	**Topic**
1	The Study of Leadership • Introduction and orientation • Course objectives, student expectations • Theories of leadership
2	Characteristics of Leadership • Good leaders, bad leaders • Leadership philosophy
3	Creating a Vision Read in course packet: Joel Barker, *The Power of Vision*
4	Leadership Skills Mission statements Read in course packet: Steven Covey, *The Seven Habits of Highly Effective People*
5	Leadership/Management Styles Read in course packet: Blake and Mouton, *The Managerial Grid*; *12 Angry Men*
6	Team Building and Group Dynamics
7	Time-Management Techniques
8	Community Service
9	Volunteer Development
10	Stress and Motivation
11	Conflict Resolution
12	Critical Thinking and Decision Making
13	Ethics and Leadership
14	Communication Skills: Verbal, Nonverbal, Written
15	Individual and Group Presentations
16	Final Exam

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Cross-Cultural Perspectives on Leadership

Educational Level: Graduate
Department: Educational Policy and Administration
Format: For-credit summer session workshop
Stand Alone

DESCRIPTION

This inclusive four-day workshop will introduce participants to cultural variables of leadership and culture that influence the functioning of cross-cultural groups. It will target participants who need to clarify the very concepts of both leadership and culture and apply them to a variety of groups, such as formal and informal, general and professional, learning or task oriented, structured or voluntary, and small and large. The classroom is often such a "group," and the teacher is the "leader" in it. This workshop will include lectures, case studies, panel discussions, large-group and small-group discussions, and problem-solving exercises.

GOALS

The course is designed for students who wish to develop a comprehensive and multidisciplinary knowledge of leadership and culture. To achieve this goal, the course will use a system perspective based on a variety of concepts from several academic disciplines and cultural contexts. Students will be expected to integrate these concepts and learn how to apply them to practical leadership situations. However, this course is not a traditional leadership training program, but an academic course designed to produce understanding of a phenomenon; in this way, it has a meta-learning objective about how to gain knowledge of both leadership and culture.

TEXTS

Northouse, P. (1997). *Leadership theory and practice.* Thousand Oaks, CA: Sage.

Paige, M. (1993). *Education for the intercultural experience.* Yarmouth, ME: Intercultural Press.

REQUIREMENTS

Reflection Paper

This reflection paper should center on the student's individual reflections on the workshop itself (four days of discussion and activities, videotapes, small-group interaction, and lectures) and reactions to the readings (selected from both textbooks and the required reader). A reflection paper requires evidence of reflective thinking that is usually based on one's own experience, in this case, with leadership. Reflective thinking transforms the usually perplexing experience into a clear understanding of what is involved in the issues. Two additional qualities are essential to reflective thinking: openmindedness and responsibility.

Leadership-Issue Paper

The second short paper (five pages maximum) should answer the following question: What troublesome issue on leadership have you experienced? This exercise fosters critical thinking. First, select a particularly troublesome and difficult problem of leadership that creates a major challenge to its performance. Second, translate this into a problem to be solved. Describe a leadership problem or challenge you have encountered. Identify its antecedents, analyze why it became a problem, evaluate the consequences it creates, and provide potential ways of dealing with it. Third, provide suggestions on how you would solve the problem.

Both papers are due two weeks after the course ends.

OUTLINE

DAY ONE

UNIT 1: SCOPE AND METHOD OF WORKSHOP

Session	**Topic**
Part A	Introduction to the Syllabus, Workbooks, Assignments, Books, and Reader Instructors' and Students' Introductions
Part B	Introduction to Leadership Issues in Cultural Contexts from Instructors' Experiences This unit will give participants an opportunity to reexamine their own personal experiences with leadership and compare and contrast them with others in the workshop. Selected Western and non-Western concepts, theories, and practices of leadership will be discussed. In addition to American case studies and examples, we will also draw on knowledge of leadership from selected countries, especially Japan, Thailand, Turkey, Kenya, Indonesia, Philippines, and post-socialist countries of central and Eastern Europe.
Part C	Brainstorming/Group Discussion on Leadership In triads, participants will brainstorm various definitions and components of leadership, followership, and cross-cultural leadership. A large-group discussion will follow.

UNIT 2: VIDEOTAPE OF A U.S.-SOVIET SUMMIT TELECONFERENCE

Parts of this video will be shown to illustrate communication difficulties across cultures; discussion and debriefing.

UNIT 3: KNOWLEDGE ABOUT LEADERSHIP

This unit, largely presented in lecture format and augmented with exercises and critical incidents, will focus on the historical development of the concept(s) of leadership in selected disciplines and will focus on rapid changes of paradigms, research methods and units of analysis—e.g., emergent leadership, personality concepts of leadership, elitist concepts, contingency model, situational model of leadership, P&M (performance and maintenance) concept, path-goal concept, conformity, cognitive theories of leadership, etc. Familiarity with these theoretical concepts is essential in order to achieve conceptual integration of these with the cross-cultural concepts to which attention will be given in the subsequent units. Participants will have an opportunity to process this often confusing succession of concepts, some of which constitute the heuristics of leadership.

UNIT 4: KNOWLEDGE ABOUT LEADERSHIP

This unit will continue the discussion about leadership models and approaches to leadership and culture. The first half will include a presentation on developing a conceptual framework/ model of understanding for leadership and the complex nature of cross-cultural leadership. The second half will divide participants into work teams with a specific task: to design their own models/frameworks and then present them visually to the large group.

UNIT 5: "THE INTERCULTURAL CLASSROOM" AND KNOWLEDGE ABOUT CULTURE

This unit will provide the participants with the opportunity to practice observing, conceptualizing, and analyzing intercultural communication and interaction. Information about communication styles will be discussed.

UNIT 6: INTERCULTURAL/MULTICULTURAL SKILLS FOR LEADERSHIP

This session will introduce participants to intercultural and multicultural skills. The focus will be on building a bridge to cultural analysis using Milton Bennett's model of intercultural competence from ethnocentrism to ethnorelativism and then applying it to leadership situations.

UNIT 7: INTEGRATING LEADERSHIP AND CULTURE

Part A This unit will provide a conceptual model for the study of culture that is based on the familiar study by Florence Kluckhohn on the variety of universal value orientations. At the intersection of these concepts are two additional concepts that relate to leadership and will be singled out for special attention, e.g., concepts of change and conformity.

Part B In this unit, participants will become familiar with one of the key models of culture learning that has made a significant impact on the literature about leadership and management. This unit is based upon a cross-cultural study of a multinational corporation that concluded that four major variables differ by culture alone and cannot be explained by other variables. It is known as the Geert Hofstede theoretical model.

UNIT 8: KNOWLEDGE ABOUT CULTURE—CRITICAL INCIDENTS AND GROUP DISCUSSION

Several critical incidents will also be introduced for small-group discussion and processing.

UNIT 9: PANEL DISCUSSION ON LEADERSHIP FROM MULTICULTURAL AND INTERNATIONAL PERSPECTIVES

Six panelists will participate in a cross-cultural panel discussion on leadership and share their multicultural and international perspectives of leadership, which will include such topics as trust in organizations, power, communication, and critical thinking. Definitions of leadership will also be shared and compared across contexts, especially those from developing countries. Intriguing questions will be posed to both panelists and participants. Leadership skills gained by the Humphreys Fellows will also be shared.

UNIT 10: THE NATURE AND STRUCTURE OF ORGANIZATIONS

This session will provide an overview of organizations (functions, process, design, structure) using several new books on the subject. It will also include a discussion of large-group interventions, relationships, organizational processes, building collective capacity, the nature of power in organizations, shared responsibility (versus individual vision), formal/ nonformal organizations, and other emerging themes in the new literature on organizations. Participants will have a chance to process technologies and power.

UNIT 11: INTEGRATION/SYNTHESIS LECTURE ON LEADERSHIP AND CULTURE: LARGE GROUP DISCUSSION

This unit will provide a conceptual basis for an interdisciplinary integration of complex concepts. Focus will be placed on those concepts that converge between psychologically and culturally related knowledge, such as the role concept, theories of change, and issues dealing with authority, power, and influence. All of these concepts have implications for the critical issues facing those who must apply them to specific functions that leaders of cross-cultural groups must perform. Consequently, we will devote the rest of this unit to application of the previously acquired knowledge about leadership to practical situations of leadership performance and group effectiveness, e.g., leadership selection and retention, mobilization of members, establishing goals, implementing decisions, using time effectively, taking risks, networking and communicating up and down the organizations, relating leadership to its environment, changing leaders, competing and cooperating, measuring progress toward goals, functioning under conditions of uncertainty, etc. These considerations have implications for voluntarism and professionalism, for leadership in democracy and, of course, for pedagogy. It will conclude with a large-group discussion session.

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University of Nebraska–Lincoln

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Developing Leadership Capacity in Organizations and Communities

Educational Level: Graduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

INTRODUCTION

Nebraska is a rapidly changing state. Despite rapid population growth in other parts of the nation, the overall number of people in Nebraska remains approximately stable, but with dramatically altered distribution patterns and with fundamental shifts in racial and ethnic diversity. Demands for public services are growing; the revenues to produce them are not. Fundamental changes in the nature of society and commerce have created a chorus of calls for better and more effective leadership. Many institutions, including the University of Nebraska, have made valiant efforts to meet the need for more and better leaders in the communities and organizations of our state. A wide variety of academic, cocurricular, organizational, and community development programs have sought to meet these needs. The unifying characteristics of these programs have failed to meet the expectations of participants or sponsors. The agreement for the need for leadership development has often not been joined by an equal amount of understanding about the complexity and richness of the challenge. Many well-intentioned programs spring from little more than the intuitive sense of the sponsors as to what should be done. This course, intended for academic audiences but readily adaptable to distance learning and export modalities, provides participants with a foundation in the well-established leadership theoretical base and the means to apply venerable social-science principles to program development and evaluation.

DESCRIPTION

This course provides students with an exposure to the major theoretical concepts of leadership and a comparative examination as to how leadership capacity might be developed in individuals and organizations. The impact of leadership on organizational outcomes is examined as well as means for diagnosing leadership development needs. Emphasis is placed on the ability to create and implement a comprehensive leadership development plan for an organization or community.

PURPOSE

This course is intended to introduce students to the large body of theory, research, and applications in the area of leadership. The course will be of particular utility in assisting those who seek to design programs, courses, or interventions intended to develop leadership capacity in others. Topics will be presented in historical order, beginning with early work seeking to identify leader traits and continuing through current and emerging approaches and models. Emphasis will be placed on the development of theory over time, as well as trends and controversies yet to be resolved. This course will be of interest to anyone concerned with leadership but is primarily intended for graduate students and advanced undergraduates who are contemplating being involved in the design and/or delivery of academic courses or community-based programs intended to increase leadership capacity among participants.

OBJECTIVES

- Become familiar with the major theoretical and empirical approaches to studying and understanding the concepts of leadership.
- Develop an ability to diagnose and analyze leadership behavior, styles, and roles as they relate to organizational and/or community settings.

- Develop the ability to apply leadership concepts to the design and analysis of educational programs and interventions intended to increase leadership capacity.
- Be able to evaluate the effect of leadership programs on participant outcomes.

FORMAT

This course will primarily be taught through the use of seminar/discussion, role plays, and case study methods. Extensive use of multimedia technology is anticipated. It is essential that students read assignments prior to class and come prepared to participate and discuss what they have read. Students will be encouraged to make note of any problems they encounter, points that are unclear, as well as to consider alternative explanations for results reported in the readings.

TEXTS

Conger, J. (1992). *Learning to lead*. San Francisco: Jossey-Bass.

Conger, J., et al. (1988). *Charismatic leadership: The elusive factor in organizational effectiveness*. San Francisco: Jossey-Bass.

Yukl, G. (1994). *Leadership in organizations* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

REQUIREMENTS

Students will be required to lead the class in critiquing a recent article as part of a panel discussion during the latter half of the course. Students will also be required to prepare a review paper (no more than 10-15 pages) on one of the following:

- The identification of a leadership development need in an organization or community setting and a leadership development plan, supported by a theoretical framework, to increase leadership capacity in that setting.
- A critique of an existing leadership development program, articulating the explicit or implicit theoretical framework, and a judgment as to the potential or real (if empirical data is available) impact of the program.

Students will be expected to provide two in-class critiques of a current leadership theory article appearing in the referred periodical literature. The main point of this exercise is for students to attempt to integrate previously unrelated material or reconcile conflicting results. Examples can be found in *Psychological Bulletin, Leadership Quarterly, The Journal of Leadership Studies*, or the *Academy of Management Review*. Students are to take a stand on an issue and defend it. What do these articles contribute? What is lacking? How do we need to change our thinking in this area?

OUTLINE

I. The Nature of Leadership
  A. Introduction: Defining Leadership
  B. What Do Leaders Really Do?
  C. Perspective on Effective Leadership Behavior
    1. Effective Behaviors for Making Things Happen
    2. Effective Behaviors for Making Relationships Work

II. The Theoretical Foundation
  A. Leadership Traits and Skills
  B. Contingency Theories of Effective Leadership
  C. Charismatic Leadership
  D. Transformational and Cultural Leadership
  E. Strategic Leadership in Large and Complex Systems
  F. Participative Leadership and Effective Delegation
  G. Sources of Leader Power and Influence
  H. Influence Processes and Leader Effectiveness

III. Learning to Lead
  A. The Means of Transmitting Leadership Capacity
    1. What Has Worked—What Hasn't
    2. Diagnosing Leadership Needs
  B. Designing a Leadership Development Program
  C. Evaluating the Effect of Leadership Development Efforts

IV. Overview and Integration
  A. Student Reports and Colleague Critiques
  B. Identifying Key Concepts to Be Remembered and Acted Upon

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Leadership in Team-Based Organizations

Educational Level: Graduate
Department: Business Administration
Format: For-credit
Stand Alone

DESCRIPTION

This course will impart cutting-edge thinking on leading all types of teams, including the organizational changes required to move to a team-based structure and the organizational factors required to create successful work teams.

OBJECTIVES

Students will understand the following upon completion of this course:

- When the use of teams is appropriate.
- What factors must be changed to move to a team environment.
- What leadership skills are necessary to lead and facilitate teams.
- How team performance can be measured and rewarded.
- What levers increase the empowerment levels of teams.
- How conflict can be managed in a team-based environment.
- What cultural factors affect the use of teams in a global environment.

FORMAT

Each class will include: 1) a discussion on the assigned readings and topic of the session; 2) a group activity that experientially addresses session topics; and 3) a group debrief, team evaluation, and journal writing opportunity on learnings from the session.

TEXTS

Mohrman, S., Cohen, S., & Mohrman, A., Jr. (1995). *Designing team-based organizations: New forms for knowledge work.* San Francisco: Jossey-Bass.
Wilson, J., George, J., & Wellins, R. (1994). *The leadership trapeze: Strategies for leading in team-based organizations.* San Francisco: Jossey-Bass.
Packet of readings.

REQUIREMENTS AND EVALUATIONS

Participation—20%
You should come to class prepared to offer insights from your experience based on the assigned readings and scheduled class topic. Everyone must participate in the group activities, as well as in the debrief, evaluations, and journal activities.

Group Presentation—20%
You will be assigned to groups and given a section of *The Leadership Trapeze* to present. Your group should find an interesting and visually stimulating way to present the material. Everyone must participate in the presentation. You will be graded on: 1) content coverage, 2) stated relevance to past or current experiences with teams (or, if there is no experience with teams, how would you use this information in your current job?), 3) creativity, and 4) adherence to a 30-minute time limit. Each component is weighted equally.

Weekly Journal Entries—20%
A journal entry must be made for the first seven class meetings. You should turn in your journals every week. Each journal entry should contain the following: 1) what you have learned from the readings and lecture for the week that could help you in your leadership of teams, 2) a description of your feedback received from other group members, and 3) a short list of goals for yourself that is based on your feedback.

Case—20%
During the second half of the eight-week session, you will have one week to complete a case that addresses some aspect of teams. You must work individually on the case.

Final Paper—20%
The final paper will consist of four parts: 1) a summary of the most important things you have learned that will help you in leading teams, 2) a summary of the feedback you received from your fellow team members and your team evaluations, 3) a detailed description of goals you have set for yourself that both addresses peer feedback and the new knowledge you have gained about leading teams from the class sessions, and 4) a detailed action plan that outlines what you will do to accomplish the goals you have set and

dates for when your actions will be taken. The final paper is an obvious extension of your weekly journals.

OUTLINE

Session	**Topic**
1	Setting the Stage for Teams? Why Now? Are Teams Really a New Organizational Form? • A brief history of teams • Temporary fad or here to stay? • A typology of teams • Evidence for/against the success of teams • When are teams appropriately used? Misused? Group exercise: Breakout session on top frustrations with teams Read: From course packet of readings: Dumaine (1994); Church (1996).
2	How to Get to a Team-Based Environment. Organizational Change Requirements. • Findings regarding organizational change • Specific resistance factors that inhibit the successful transition to teams • The role of top management in the move to teams • Lessons from Fortune 500s that have moved to teams Group exercise: Establish team rules and mission statement Group debrief and evaluation Read: Mohrman et al., ch. 1-11. From course packet: Manz et al. (1990); Novelli et al. (1995); Kirkman et al. (1996); Wilson et al., pp. 1-56 (optional).
3	Now That You Have Teams, What Do You Do With Them? • Creating the proper team-based culture • Team empowerment: Definitions and controversy • The role of the team leader, internal and external • The production/service environment • Human resource policies and practices • Organization structure Presentation: Group #1 presents Wilson et al., ch. 4-5 Group exercise: Paper tower Group debrief and evaluation Read: Mohrman et al., ch. 5, 9-10. From course packet: Shea and Guzzo; Scott and Townsend
4	Teams in the Global Environment • An introduction to national culture dimensions: Hofstede, Kluckhohn, and Strodtbeck • Culture and teamwork • Culture and autonomy • Globally composed teams versus globally located teams Presentation: Group #2 presents Wilson et al., ch. 6-8 Group exercise: Build, present, and integrate team effectiveness models Group debrief and evaluation Read: From course packet: Cheney et al. (1993).
5	A Special Case: Self-Managing Work Teams; Are Managers an Endangered Species? • Self-management: Definitions and confusion • The origins of self-management and a brief review • The role of manager in a self-managing environment • Tightening the iron cage: Concertive control in self-managing work teams Presentation: Group #3 presents Wilson et al., ch. 9-10 Group exercise: Project planning Group debrief and evaluation Read: Mohrman et al., ch. 2; from course packet: Barker.
6	Decision Making, Communication, and Conflict • The pitfalls of group decision making • A conflict process model • The forgotten art of negotiation • Techniques to improve group decision making and communication Presentation: Group #4 presents Wilson et al., ch. 11-12 Group exercise: Win as much as you can Group debrief and evaluation Read: Mohrman et al., ch. 6
7	The Measurement and Rewarding of Team Performance • Using peer evaluations to measure and reward teams • Teams and total quality management • Group versus individual reward systems Presentation: Group #5 presents Geber; Bartol and Hagmann; and Schuster and Zingheim articles (from course packet) Group exercise: Hollow Squares Group debrief and evaluation Read: Mohrman et al., ch. 7 Read from course packet: Geber; Barton, and Hagmann

8 The Future of Teams: Virtual, Globally Located, Electronically Linked
- Virtual teams: Definitions, types, and evidence
- The potential for group decision support software
- Managing teams that never meet
- The group process differences between virtual and permanent teams

Presentation: Group #6 presents Wilson et al., ch. 13

Presentations of individual action plans

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University of Northern Colorado

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Leadership Development Through Inquiry

Educational Level: Graduate
Department: Division of Educational Leadership and Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This course is an introductory experience in a sequenced program designed to prepare individuals to assume formal and informal leadership roles in educational organizations. The primary purposes of this course are threefold: 1) to understand the nature of leadership and effective leadership practices, 2) to gain a deeper understanding of and to be able to articulate individual beliefs and values as an educational leader, and 3) to examine how these beliefs and values provide the foundation for effective practice as an educational leader.

OBJECTIVES

PART I: WHAT IS LEADERSHIP?

Students will:
- Develop a personalized understanding of the nature of leadership.
- Differentiate between leadership and management.
- Understand their own leadership style (e.g., leadership behavior matrix).
- Comprehend key principles of effective leadership found in the literature.

PART II: UNDERSTANDING AND MANAGING BELIEFS AND VALUES

Students will:
- Identify their personal beliefs and leadership practices and determine how they relate to their roles as educational leaders and managers/administrators.
- Understand and use the following theories, concepts, and ideas to examine their own beliefs and value systems. They will study:
  - Commonly used learning theories—e.g., humanism, behaviorism, and constructivism.
  - Major epistemologies that shape the practice of educators—e.g., logical positivism, hermeneutics/interpretivism, critical theory, and feminism.
  - Frames for examining moral and ethical dimensions of leadership—e.g., Brockett, Starratt frameworks.
  - Models of reflective thought and action and strategies that can be used in the reflective process to examine belief and values systems related to being an educational leader/manager—e.g., Kolb, Schon frameworks.

PART III: ARTICULATING AND USING BELIEFS AND VALUES IN PRACTICE AS EDUCATIONAL LEADERS

Students will:
- Develop an educational platform that articulates their beliefs and values about their practices as educational leaders.
- Compare and contrast the educational platform to a vision statement for an educational organization.
- Use the models of reflective thought and action introduced in Part II of this course to reflect on their educational platform.
- Identify prevailing problems of practice that they are inquisitive about as educational leaders, and use their self-knowledge and reflective skills to work through these identified problems.
- Discuss and examine how current educational leaders create positive learning environments.
- Examine how educational leaders can establish norms of mutual inquiry and dialogue that allow both themselves and their staffs to explore their beliefs and values as

educators and how these beliefs and values affect their practice.

- Explore how organizational norms and ways people lead organizations can inhibit or facilitate using processes of inquiry and reflection.

TEXTS

Required:

Combs, A. (1991). *The schools we need: New assumptions for educational reform.* Lanham, MD: University Press of America.

Packet of course readings.

Supplementary:

Astuto, T., Clark, D., Read, A., McGree, K., & Fernandez, L. (1994). *Roots of reform: Challenging assumptions that control education reform.* Bloomington, IN: Phi Delta Kappa.

EVALUATION

Epistemologies Reaction Paper—20%
Written Portion of Platform—35%
Oral Portion of Platform—10%
Reflection Journal—10%
Class Participation—25%

External Environments: Social, Political, and Economic Influences in Educational Leadership

Educational Level: Graduate
Department: Division of Educational Leadership and Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This learning experience is one of five introductory explorations of educational leadership and policy. Students explore social, economic, political, and other external influences on policies and operations of elementary, secondary, and higher education institutions. Primary topics include: changing demographics and cultural diversity in society, governance of education, policy development, school-linked service delivery for children and families, sources of revenue, allocations of resources, and accountability mechanisms that tie societal expectations and resources to diverse outcomes of formal education.

OBJECTIVES

The broader environment represents numerous educational and noneducational demands to which individuals and groups in society respond. Education is one of many social responsibilities, and educational leaders must be sensitive to and respond to societal needs and conditions. This aspect of leadership development increases awareness of: possibilities and constraints that society places on educational institutions, relationships between such constraints and educational policies and operations, and influences that leaders have in shaping societal expectations and priorities.

Course activities in this portion of the program's knowledge base provide students with:

- Knowledge of social, economic, and political influences on educational policy and operations.
- Such skills and behaviors as identifying societal and community needs, planning and budgeting, involving stakeholders in identifying goals and priorities, relating goals of education and resource inputs to outcomes of programs, and strengthening programs to address diversity/multicultural concerns.
- Positive attitudes toward the role of external agencies and groups that influence education and toward educational leadership in a culturally diverse society.

These knowledge bases, skills, behaviors, and attitudes will be developed using individual readings, group activities, class discussions, visits with leaders in various social and educational agencies, and reflective activities. As a result, students will:

- Increase knowledge of governmental agencies that directly, and various groups in society that indirectly, influence educational policies and the allocation of resources.
- Scan various media in the environment to identify groups and/or issues that do or will likely impact educational policies and practices.
- Understand changing demographics and consequent pressures from public and private sectors that shape elementary/secondary and post-secondary education.
- Become more aware of social and cultural change in society and the implications of racial, ethnic, and cultural diversity for the development of educational goals and curricula.
- Explore the role of partnerships between schools, colleges and universities, businesses, and community groups.
- Understand the concept of and model programs for the integration of service delivery for students and families.
- Incorporate external demands to reform as well as to maintain the current structure of public education at all levels.

- Understand local, state, and federal sources of revenue, and the constraints they entail, in supporting educational institutions and individual programs.
- Relate financial planning and budgeting to educational goals and priorities.
- Understand the concept of accountability and its implications for the development, implementation, and assessment of educational program performance.

TEXTS

Baumann, P. (1996). *Governing education: Public sector reform or privatization.* Boston: Allyn and Bacon.

Cibulka, J., & Kritek, W. (1996). *Coordination among schools, families, and communities: Prospects for educational reform.* Albany: SUNY Press.

Kozol, J. (1992). *Savage inequalities: Children in America's schools.* New York: Harper & Row.

Course packet of readings.

REQUIREMENTS AND EVALUATION

Reflection on Governance Interviews—15%
Students interview several educators and community members about the roles of local, state, and federal entities. Following interviews and class discussions, write a reflection paper that synthesizes similarities and differences in their views and presents implications for educational leaders.

Memorandum on Political or Policy Issue—20%
Students attend a meeting of an educational governing board—e.g., elementary, secondary, charter school, community college, university. Choose a political or policy issue discussed by the board. Write a memorandum to a superior following the guidelines for memoranda distributed by the instructor.

Group Project on Partnerships—30%
Groups of students representing diverse organizations develop a model or plan for a partnership or interagency collaboration. The written and oral reports detail the goals and objectives, participating agencies, a proposed budget (including revenues and expenditures), and anticipated benefits. Each group submits two copies of the project report and makes a brief (about 20 minutes) presentation as if you were proposing the partnership to a governing board. Class members and the instructor(s) will assess the group presentations using criteria such as clarity, appropriateness, effectiveness of presentation, and preparation.

Reflection on Environments and Educational Beliefs—20%
Students examine ways in which the major themes of external environments (social, political, and economic influences) have contributed to their beliefs about the context in which educational organizations exist, and the influences that social, political, and economic factors have on educational policy and practices. This reflection paper may draw on a formal written educational platform, or it may be a statement of beliefs that one might incorporate in a future educational platform. Students submit a reflection paper, rather than the complete educational platform.

Evidence of Preparation and Participation in Activities—15%

Understanding People: Professional Development and Educational Leadership

Educational Level: Graduate
Department: Division of Educational Leadership and Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This learning experience is one of five introductory explorations of educational leadership. The fundamentals of working with people within educational organizations and programs are reviewed in this course. Emphasis is placed on adult development and learning, interpersonal and organizational communications, personnel issues, and professional development.

OBJECTIVES

Course activities in general are designed to provide students with:

- Knowledge of adult learning and development, team and group development and facilitation, interpersonal and organizational communications, personnel processes and practices, ethics as related to personnel issues, performance appraisals, and professional development.
- Skills and behaviors such as effective oral and written communication skills, group/team development and facilitation skills, and evaluating professional development opportunities.
- Attitudes indicating an understanding that their own ethical and moral behavior is critical in working with people in organizations, a realization that human growth and development are lifelong pursuits, and an acceptance that effective personnel administrators respect the attitudes and values of the people with whom they work.

These knowledge bases, skills, behaviors, and attitudes will be developed using individual readings, group activities, class discussions, visits with leaders in various social and educational agencies, and reflective practice. As a result, students will be able to:

Theme One—Adults in Organizations: Who Are We?
- Describe the variety of people with whom they interact as professionals.
- Explore how these various people, both individually and in groups, impact their careers and careers of professional educators in general.
- Define and examine what it means to be an adult and a learner from both their own perspective and the perspective of the people with whom they interact both personally and professionally.
- Examine adult development through three frames: physiological, psychological, and sociocultural. As part of this examination, explore how leaders can use these three frames to facilitate their practice.
- Outline the major principles of learning in adulthood and relate these principles to practices as an educational leader.

Theme Two—Interpersonal and Organizational Communication: How Do We Work Together?
- Demonstrate effective oral and written communication skills as individuals and in groups.
- Identify and demonstrate effective ways leaders can facilitate the work of individuals within organizational settings.
- Describe how groups and teams develop, and demonstrate how leaders can effectively facilitate the work of these groups and teams—e.g., skills for building groups/teams, running effective meetings, member and leader roles in groups/teams.
- Understand how to establish and maintain user-friendly communication networks and a variety of public communication systems—e.g., use of e-mail and other electronic communication systems, public meetings, newspapers.

Theme Three—Personnel Issues and Professional Development: How Do We Find and Keep Good People?
- Explain the difference between line and staff positions, and analyze that difference in relationship to serving in leadership roles.
- Describe the basic processes of recruiting, hiring, developing, directing, and supervising staff within educational organizations and programs.
- Understand the signs of racism, sexism, discrimination against the disabled, and other forms of discrimination within personnel practice, no matter how subtle or unintended.
- Explain the need for performance appraisals, and understand that there are a variety of performance appraisal models and tools.
- Describe how to administer the provisions of negotiated employment contracts.
- Outline and evaluate avenues of professional development for self and staff within educational organizations and programs—e.g., mentoring, portfolio development, workshops, professional associations, university programs, self-directed learning activities.
- Use Brockett's model for framing ethical issues related to personnel issues and professional development.

TEXTS

Parker, G. (1996). *Team players and teamwork.* San Francisco: Jossey-Bass.

Supplementary readings.

REQUIREMENTS

Theme One—Adults in Organizations
- Readings.
- Annotated bibliography or selected supplementary book reading of your choice.
- Interviews with people you work with in your organization related to adult development and learning. Interview results will be shared in class.

Theme Two—Interpersonal Interactions and Communications
- Readings.
- Annotated bibliography or selected supplementary book reading of your choice.
- Share with class members at least one exercise that can be used to foster team/group development and/or be used to effectively facilitate work teams/groups.
- Share with class members at least two examples of communications systems within an educational organization or program, one of which must be technology-based.

Theme Three—Personnel Issues and Professional Development
- Readings.
- Annotated bibliography or selected supplementary book reading of your choice.
- Interview personnel within your organization/district about personnel policies and practices. Obtain a copy or copies of current personnel policies and procedures that can be shared with class members.
- Compile at least three artifacts you could use in a professional portfolio, and write reflective entries about each artifact.
- Complete a written analysis of a case study related to personnel practices and/or professional development in educational organizations or programs.

Students must choose one of the three themes for their annotated bibliography or selected book reading. Exercises on fostering/facilitating group/team development, examples of communication systems, and copies of current personnel policies do not have to be original work. For those materials that are copyrighted or owned by an organization, a statement of permission for copying for this class must be included. Students will be expected to make copies of these materials to share with all class members, except for the personnel policies and procedures.

EVALUATION

- Annotated bibliography or selected supplementary or critique of supplementary text—20%
- Examples of: 1) exercise to foster and/or facilitate team/group development, 2) two communications systems, and 3) personnel policy and practices to be shared with class members for class notebooks—20%
- Artifacts with reflective entries that could be used in a portfolio—20%
- Written analysis of case study—20%
- Demonstrating having completed all of the required readings—20%

OUTLINE

Theme One—Adults in Organizations: Who Are We?
- People with whom we interact
- Careers of professional educators
- Defining adulthood and development
- Physiological framework
- Psychological framework
- Sociocultural framework
- Principles of learning in adulthood

Theme Two—Interpersonal Interactions and Communication: How Do We Work Together?
- Interpersonal communications: An introduction
- Effective oral and written communications
- Facilitating the work of individuals
- Group/team development
- Facilitating groups/teams
- Building user-friendly communication networks

Theme Three—Personnel Issues and Professional Development: How Do We Find and Keep Good People?
- Personnel issues: An overview
- Line and staff positions: Differing leadership dynamics
- Discrimination in personnel practices
- Recruiting, selecting, hiring, developing, and supervising staff
- Performance appraisals: An introduction
- Administering negotiated contracts
- Avenues of professional development of self and staff
- Ethical dimensions of personnel practices

Shaping Organizations: Management and Leadership in Education

Educational Level: Graduate
Department: Division of Educational Leadership and Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This learning experience is one of five introductory explorations of educational leadership. Students examine various approaches to understanding organizations with particular emphasis on leadership. Primary topics include: qualities of effective leadership and management, organizational skill development, organizational behavior and theory, restructuring organizations, and organizational change.

OBJECTIVES

Course objectives are intended to provide students with the knowledge bases, skills, behaviors, and attitudes concerning:

Part One: Introduction to Organizational Theory
- Understand the classical management, human relations, and systems approach to administration.
- Review the social systems model and its applications to schools and other organizations.
- Compare and contrast structural, human resource, political, and symbolic approaches to studying organizations.
- Identify the major theorists associated with each of the four frames.
- Provide examples of specific leadership/management behaviors associated with the four frames.
- Give examples of practical management tools associated with each of the four approaches.

Part Two: Leadership and Management
- Differentiate between leadership and management.
- Critically analyze the differences between leadership skills and management skills in an educational setting.
- Describe the qualities of effective leaders from the literature and experiences.
- Understand the evolution of leadership theory.
- Understand the importance of vision in leadership.
- Assess the importance of leadership in developing a positive organizational climate.

Part Three: Leadership, Management, and Organizational Skill Development
- Understand and describe the appropriate leadership behaviors for each of the four organizational frames.

- Practice initiating leadership and leading through followership.
- Plan, schedule, coordinate, and delegate tasks to others.
- Develop the ability to get others involved in solving problems and recognizing when a group requires direction.
- Improve skills in identifying educational needs and setting priorities.

Part Four: Analyzing and Solving Organizational Problems
- Understand and be able to use key steps in a problem-solving process.
- Improve skills in the ability to seek out relevant data and analyze complex information to determine the important elements of a problem situation.
- Develop an understanding of the systemic perspective of organizations.
- Provide a rationale for how best to restructure an educational organization.
- Understand the importance and value of leadership in solving organizational problems.
- Develop skill in using different theories and frameworks to analyze and solve organizational problems.

Part Five: Organizational Planning and Change
- Understand the process of organizational change as applied to educational organizations.
- Understand change theories, strategies, and models.
- Improve skills in implementing and managing change.
- Understand strategies for diffusion of innovations.

TEXTS

Bolman, L., & Deal, T. (1991). *Reframing organizations.* San Francisco: Jossey-Bass.

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future: New visions, strategies, and practices for the next era.* San Francisco: Jossey-Bass.

Related readings list.

REQUIREMENTS AND EVALUATION

Organizational Problem Case Study and Analysis—50%
Each student will develop a narrative depicting an organizational problem he or she has experienced. Students will revisit the organizational problem and analyze the situation through each of the organizational frames. A final paper will frame a solution to the problem based upon a synthesis of the four organizational frames in the Bolman and Deal text.

Group Tasks and Presentations—15%
This assignment requires providing leadership in group projects on current educational issues related to organizational leadership. Each group will be assigned issues and tasks and be expected to use concepts and resources listed in the related readings list and prepare presentations for the class.

Class Participation—15%
It is assumed that students enrolled will be self-directed learners who actively participate in collaborative learning and class activities.

Midterm Examination—20%

Educational Platform or Platform Revision—no grade
Students will be required to develop or revise an educational platform.

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Foundations of Leadership and Teamwork

Educational Level: Graduate
Department: Management
Format: For-credit
Stand Alone

GOALS

This course is an opportunity to increase your capacity to lead throughout your career.
- To increase your capacity is to enhance your performance potential, competence, and skill.
- To lead is to inspire and develop people (self, other individuals, team, organization) as you mobilize them toward goals.

- Success as a leader throughout your career requires learning continually from your experience through the disciplined integration of action and reflection (i.e., the use of feedback to create change).

PRINCIPLES

Most business professionals find that leadership is the hardest skill to master. At Wharton, we believe you do not learn leadership and teamwork by simply reading or attending lectures. Learning more about leadership and teamwork depends on a willingness to act and to learn from experience. You are expected to apply concepts from readings and lectures to your learning teams and in-class exercises, as well as other teams of which you are a member.

We believe that while people are born with different levels of talent, everyone can improve his or her capacity to lead and be a team player. To this end, we designed the course based on the following principles:

Facing Leadership Dilemmas

Effective leaders know how to harness the power inherent in the dilemmas encountered in mobilizing people toward a goal. In this course, you should experience the following leadership dilemmas and discover new ways to handle them:

- How to move forward by stepping back; integrating action and reflection.
- How to get work done now while building future performance capacity (in self, others, team).
- How to create a shared vision while leveraging diversity.
- How to maximize both self and team interests.
- How to integrate personal and professional life.

Opportunities to learn more about these five dilemmas appear throughout the course, though some are given greater emphasis than others in the class sessions.

Increasing Self-Knowledge

Good leaders recognize the strengths and areas to develop in others and in themselves. This requires the ability to exchange feedback and the control of personal biases. Self-knowledge is enhanced by feedback both from others on how one is perceived by them and from one's own actions. Three key resources in your learning environment are:

- Faculty, who are catalysts for individual and team learning and who provide feedback on performance. Class sessions are used as a resource and support for learning teams.
- Second-year leadership fellows, who offer consultation and advice to individuals and teams.
- Learning team members, who provide feedback on performance in teams and offer unique perspectives on leadership and teamwork.

Valuing Diversity

Effective leaders develop mutually advantageous relationships with a diverse set of individuals in order to achieve a common goal. Gender, race, national origin, culture, sexual orientation, temperament, learning style—individuals are diverse in many dimensions. Effective leaders use diversity to increase team performance; ineffective leaders let diversity hinder it.

Developing "Horizontal" and "Vertical" Leadership

In this course, you should enhance your skills for leadership in teams of any size. Emphasis is balanced between how to develop "horizontal" and "vertical" leadership capacities: Horizontal (in teams with ambiguous authority, in partnerships, in alliances) is seen as a foundation for vertical, or executive, leadership (when you are in charge).

Enhancing Leadership in Others

A growing expectation of today's business leaders is that they develop others to become leaders. Transfer of leadership skills through conscious modeling, coaching, mentoring, and feedback becomes essential as organizations need leadership from all members.

Learning from Action

Like any skill, good leadership requires practice. Learning teams are central to the learning experience in this course. Students develop their personal foundations of leadership and teamwork by actually leading others and being part of a team. Leadership and teamwork concepts are taught in relation to the real experiences of teams in the first semester in addition to real business examples. The former is accomplished in class through simulations and exercises and outside of class through learning team assignments and interactions with people in other teams (e.g., clubs, sports, study groups, etc.).

REQUIREMENTS

Classroom Preparation and Participation

In addition to written assignments and other items to be turned in, you should come to class prepared by doing assigned readings. In an experience-based class such as this, attendance is critical. If you are not present, you miss the potential to learn from class experiences and from others, as well as the opportunity to help develop others and build your team. If a student misses more than one class, he or she risks failing on that basis alone. In addition, a number of classes involve team-based activities that require full team attendance. For this reason, and to provide an incentive for mutual accountability in your learning team, if the number of absences for a learning team exceeds two, the entire team risks failing.

Individual Assignments

- Leadership and Teamwork Assessment I
- Learning Team Memo
- Personal Vision
- Myers-Briggs Type Indicator®
- Leadership Biography
- Leadership and Teamwork Assessment II
- Qualitative Feedback
- Personal Insights About Leadership and Teamwork
- Peer Evaluation

Team Assignments

- Team Vision and Values
- Analysis of a Team Activity
- Team Mutual Accountability Mechanisms
- Team Performance Measures
- Analysis of Team Development

Peer Evaluation

A significant part of this course is working hands-on with teamwork and leadership issues in your learning team. Faculty have a limited view of what actually occurs in the learning teams. Peers are in a much better position to see actual leadership and team behaviors. As is becoming more common in the business world, a peer perspective is incorporated into the evaluation of your performance in this course. Each team member needs a number of evaluations from his or her fellow team members in order to receive a P (pass) for this course. This peer evaluation is a basic judgment that the individual has demonstrated the necessary skills to be successful in a team environment—e.g., pulled his or her weight, contributed to team success, added value to team functioning. At the end of the course, each team member will confidentially provide his or her perspective on the teamwork proficiency of all the other members. An individual needs to receive three such positive evaluations (two in a five-person team) from other team members to successfully complete this part of Wharton's core curriculum.

Discretionary Assignments

For those students wishing to delve more deeply into leadership and teamwork and/or to receive a grade higher than P, at least one of the following two discretionary assignments must be completed:

Quarter One Advanced Leadership Project: The Quarter One Advanced Leadership Project, done individually, consists of a 5-7 page analysis of leadership or teamwork. It can be a study of a particular leader or team, or it can focus on some other aspect of either topic. The project can be based on data collected directly (e.g., interviews, lectures, observations) or through secondary sources (e.g., biographical materials). It should apply concepts from class and draw implication about effective leadership and teamwork. Furthermore, your project should benefit Wharton MBA students or have the potential to do so, if made available to them or put into action in their behalf. The Advanced Leadership Project is an opportunity for you to pursue areas of special interest in leadership and teamwork. You are encouraged to be creative, to design your own project, and to get prior faculty feedback before doing so, although this is not necessary.

Quarter Two Advanced Leadership Project: For the Quarter Two Advanced Leadership Project, students have two options. Option One is a project of the same scope and form as the Quarter One Advanced Leadership Project. For this second project, however, students should choose a different subject (e.g., leadership instead of teamwork, or vice versa). Option Two is an optional final exam consisting of structured analyses of leadership and teamwork concepts and their implications.

OUTLINE

Session	Topic
1	Leadership Retreat Goals: • Clarify course purpose and design principles. • Understand role of faculty, leadership fellows, and students in co-production of learning. • Establish learning teams and begin their development. • Develop personal learning goals for the course. Due: Leadership and teamwork assessment I Assignment: Learning team memo Read: Van Velsor, E., & Leslie, J. (1996). *A look at derailment today: North America and Europe.* Greensboro, NC: Center for Creative Leadership. Belasco, J., & Stayer, R. (1994). *Flight of the buffalo: Soaring to excellence, learning to let employees lead.* New York: Warner, ch. 37—Leading is learning. Course packet: Gerrity, The future demands of leadership.
2	Choosing and Communicating a Vision Goals: • Clarify expectations for the course. • Understand concept of vision and its importance as a starting point of leadership and teams. • Begin work on team vision statement. • Focus on dilemma of how to create shared vision while leveraging diversity. Due: Personal vision statement Read: Bennis, W. (1989). *On becoming a leader.* Reading, MA: Addison-Wesley, ch. 2-3.

Conger, J. (1992). *Learning to lead.* San Francisco: Jossey-Bass, ch. 2.
Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass, ch. 5.

3 Leadership and Personal Style
Goals:
- Learn more about your style preferences and how they affect your leadership.
- Explore implications of style differences for your team.
- Learn how differences in style preferences affect teams and leaders.
- Focus on dilemma of how to create shared vision while leveraging diversity.

Due: Self-scored MBTI®
Read:
Kroeger, O., & Thuesen, J. (1989). *Type talk: The 16 personality types that determine how we live, love, and work.* New York: Delta.
Tannen, D. (1994). *Talking from 9 to 5. Women and men in the workplace: Language, sex, and power.* New York: Avon, ch. 1.
Course packet: Webber, Changes in perception and behavior in mixed gender teams.

4 Trust, Cooperation, and Coordinated Action
Goals:
- Understand what makes great teams great.
- Understand disincentives and incentives to cooperation.
- Focus on dilemmas:
  - How to maximize both self and team interests.
  - How to get work done now while building future performance capacity.

Due: Team vision and values
Read:
Katzenbach, J., & Smith, D. (1992). *The wisdom of teams: Creating the high-performance organization.* Cambridge, MA: Harvard Business School Press, prologue, ch. 3.
Tzu, S. (1989). *The art of war.* New York: Delacorte Press.

5 Developing Commitment Through Mutual Accountability
Goals:
- Learn about the value and sources of commitment to teams.
- Understand the dynamics of delegation.
- Begin developing mutual accountability mechanisms in teams.
- Focus on dilemmas:
  - How to maximize both self and team interests.
  - How to create shared vision while leveraging diversity.

Due: Analysis of a team activity
Read:
Schwarz, R. (1994). Ground rules for groups. *The skilled facilitator: Practical wisdom for developing effective groups.* San Francisco: Jossey-Bass.
Walsh, B., Billick, B., & Peterson, J. (1997). To build a winning team. *Finding the winning edge.* Champaign, IL: Sagamore.

6 Measuring Progress and the Basics of Feedback
Goals:
- Understand the value of performance measurement and begin to develop measures for team.
- Learn about useful ways to give and receive feedback.
- Focus on dilemmas:
  - How to move forward by stepping back.
  - How to get work done now while building future performance capacity.

Due: Team's mutual accountability mechanisms.
Read:
Clawson, J. (1991). Active listening. *Self-assessment and career development.* Upper Saddle River, NJ: Prentice Hall.
Kaplan, R., & Norton, D. (1996). *The balanced scorecard: Translating strategy into action.* Cambridge, MA: Harvard Business School Press.
Porter, M. (1985). Giving and receiving feedback: It will never be easy, but it can be better. *Competitive advantage: Creating and sustaining superior performance.* New York: Free Press.

7 Leading in a Global Environment
Goals:
- Recognize the importance and complexity of leading across multicultural environments.
- Surface taken-for-granted assumptions about one's own culture and how it differs from others.
- Respect cultural differences enough to learn the cultural rules and values before taking action.
- Focus on the dilemma of creating shared vision while encouraging diversity.

Due: Team performance measures.
Due (optional): Discretionary assignment: Quarter One Advanced Leadership Project
Read:
Hall, E., & Hall, M. (1990). *Understanding cultural differences: Germans, French, and*

Americans. Yarmouth, ME: Intercultural Press, Pt. 1

Snow, N., Ed. (1996). Use transnational teams to globalize your company. *In the company of others: Perspectives on community, family, and culture*. Lanham, MD: Rowman & Littlefield.

8 Leadership and Power

Goals:

- Experience systematic issues of power inherent in hierarchical structures.
- Understand dynamics of power and their importance for leadership and teamwork.
- Recognize interaction of power and majority/minority status.
- Focus on dilemmas:
  - How to get work done while building future performance capacity.
  - How to maximize both self and team interests.

Meeting with faculty and leadership fellow to discuss team's development and progress.

Read:

Belasco, J., & Stayer, R. (1994). *Flight of the buffalo: Soaring to excellence, learning to let employees lead*. New York: Warner, ch. 1-2.

Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler, ch. 1

Leadership biography.

9 Leadership of Change

Goals:

- Understand barriers to change and how to overcome them.
- Learn about force field analysis and benchmarking as tools for change.
- Share best practices with other teams as part of a change process in your team.
- Focus on dilemmas:
  - How to move forward by stepping back.
  - How to create shared vision while leveraging diversity.

Read:

Cusumano, M., & Selby, R. (1995). *Microsoft secrets: How the world's most powerful software company creates technology, shapes markets, and manages people*. New York: Free Press.

Duck, S. (1989). Managing change: The art of balancing. *Relating to others (mapping social psychology)*. Belmont, CA: Wadsworth.

Leadership biography.

10 Learning from Other Leaders

Due: Leadership biography paper.

Goals:

- Draw personal insights from studying other leaders.
- Apply course concepts to understanding the experiences of leaders.
- Focus on full range of leadership dilemmas.

11 Negotiating Influence

Goals:

- Understand challenges of leading without formal authority.
- See how reputation is affected by negotiating behavior.
- Learn more about structures that encourage cooperation.
- Focus on dilemmas:
  - How to maximize both self and team interests.
  - How to create shared vision while leveraging diversity.

Due: Complete leadership and teamwork assessment II; analysis of team development

Read:

Cohen, A., & Bradford, D. (1991). Influence without authority: The use of alliances, reciprocity, and exchange to accomplish work. *Influence without authority*. New York: John Wiley & Sons.

Fisher, R., & Ury, W. (1992). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin, ch. 1-5.

12 Reducing Leadership Blind Spots and Moving Ahead

Goals:

- Clarify and discuss feedback from teammates about self and team.
- Understand how authentic feedback is essential for self and team development.
- Close out course: Great leaders are great learners throughout their careers.
- Focus on dilemmas:
  - How to move forward by stepping back.
  - How to get work done while building future performance capacity.
  - How to integrate personal and professional life.

Due: Qualitative feedback; distribute individual copies to teammates.

Read:

From course packet: Reilly, "360-degree feedback can change your life"; Gardner, "The road to self-renewal."

Leadership and teamwork assessment report (will be distributed before class).

Qualitative feedback—one from each teammate, to be distributed before class.

13 After Last Class Session
Due: Personal insights about leadership and teamwork; peer evaluations; discretionary assignment: Quarter Two Advanced Leadership Project

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Women, Learning, and Leading in Education

Educational Level: Graduate
Department: Education
Format: For-credit
Stand Alone

INTRODUCTION

The feminist literature, as well as the education and leadership literature focusing on women, has been growing over the last 20 years. Using a historical perspective, this course will utilize this literature to examine the role of women in education, both as learners and as leaders. The focus will be on policy and leadership issues, as well as on how education in our society has served the needs of women. It will also examine women's concepts of self in education settings, incorporating women's voices, past and present. An examination of current issues concerning women in education will also be explored.

FEMINIST PEDAGOGY

This course will utilize feminist pedagogy to guide the teaching/learning transactions. Sandler, Silverberg, and Hall (1996) provide an overview of feminist pedagogy and its strategies. They point to five common themes which will be the foundation for the course: neutrality, experience, inclusion, nonhierarchical classrooms, and empowering students' participation.

GOALS

- To explore the feminist and education literature focusing on women in education.
- To explore women's place in our educational system; how historical trends and societal factors have impacted their access and success in educational institutions both as learners and as leaders.
- To provide opportunities for students to reflect on their own educational experiences and review their roles in society and with respect to leadership issues that promote access and equity in education.
- To engage in learning situations founded on feminist pedagogy.
- To participate in a collaborative learning project.
- To become acquainted with women leaders and their career paths.

TEXTS

Sandler, B., Silverberg, L., & Hall, R. (1996). *The chilly classroom climate: A guide to improve the education of women.* Washington, DC: National Association for Women in Education.

Solomon, B. (1985). *In the company of educated women.* New Haven, CT: Yale University Press.

Walton, K., Ed. (1996). *Against the tide: Career paths of women leaders in American and British higher education.* Bloomington, IN: Phi Delta Kappa Educational Foundation.

REQUIREMENTS

Journals—25%
"Feminist pedagogy considers personal biography and experience important to learning; it legitimates life experience as an appropriate subject of intellectual inquiry. It also assumes that students learn better when they recognize the relevance of material to their lives" (Sandler, Silverberg, & Hall, 1996, p. 40). A journal provides us with the opportunity to record these experiences. During the semester, keep a journal to record your experiences, reflections on the content, readings, and discussions. All journals will be kept in strict confidence and returned to the student. Criteria for assessment include: 1) the extent of reflection on the course content and process, 2) willingness to consider course content in like of personal experiences, and 3) regularity of entries. Students should reflect on their own criteria for assessment for this assignment and enter their criteria in the journal. One of the last entries of the journal at the end of the semester should be a self-assessment with regard to personal and course criteria.

Individual Learning Project—25%

"Self-directed learners share responsibility with their educators for assuring quality in their classroom experiences; they are able to clarify their learning objectives and will explore alternative strategies for reaching them within the context of the education setting. Encouraging students to see themselves as self-directed learners is intrinsic to feminist pedagogy" (Fisher, 1993, p. 124). This project requires students to design an assignment of their own that will meet their objectives and goals for the course. Students will prepare a one-page proposal outlining their assignment, and the objectives, purpose, and the criteria for the assessment. Students will share their projects with the class. Some written documentation is also required and will be collected in class.

Collaborative Learning Project—25%

"As does any pedagogical strategy, the collaborative model brings with it its own ideological assumptions. Just as a lecture format assumes that the teacher's role is to impart knowledge to 'spongelike' students, collaborative approaches assume that students should be involved not just in receiving knowledge but in constructing it. A collaborative structure gives as much value to the process as to its product" (Sandler, Silverberg, & Hall, 1996, p. 44). Students will be working in small groups throughout the semester to complete this project. Class time will be designated each week to allow students to work on their project. Our text, *In the Company of Educated Women*, provides us with a historical overview of women's higher education. It raises many issues still relevant for us today. Solomon tells her story with four themes: 1) women's struggles for access to institutions, 2) the dimensions of the collegiate experience, 3) the effects of education upon women's life choices, and 4) the uneasy connection between feminism and women's educational advancement. Using these themes, each group will explore the current issues for women in education, especially in the areas of leadership. The end product of this assignment should be a formal presentation to the class. Each group should provide the class with a handout and bibliography for future reference. The components of collaborative learning will be explored and criteria for assessment will be established in class.

Class Participation—25%

"One of the central aims of feminist pedagogy is to empower students in the learning process. Feminist pedagogy emphasizes students' active participation" (Sandler, Silverberg, & Hall, 1996, p. 41). Students will be encouraged to take an active role in the class, not only in discussions and exercises, but to help construct the assignments and criteria for assessment. Since the class will be conducted as a seminar, students will be responsible for the readings and entering into discussion each week.

OUTLINE

Session	**Topic**
	INTRODUCTION
1	Introduction to the course and feminist pedagogy
2	Developing a historical perspective on leadership, women, the course Read: Walton, pp. 153-164; Sandler, et al., Part II; Fisher, J. (1993). Returning women in the feminist classroom. *Women's Studies Quarterly, 3&4*, 122-127
	HISTORY OF EDUCATION FROM WOMEN'S PERSPECTIVE—INTERPRETING WITH TODAY'S VOICES
3	Read: Solomon, Introduction, ch. 1-3; Walton, Introduction
4	No class—Students will substitute Debate: Affirmative Action: Is it Still Necessary? Performance and lecture series Read: Solomon, ch. 4-5; Walton, pp. 95-104, 107-118
5	Read: Solomon, ch. 6-7; Walton, pp. 31-42, 177-187
6	Read: Solomon, ch. 8-9; Walton, pp. 55-66, 247-256
7	Read: Solomon, ch. 10-12; Walton, pp. 69-78 Journals and Individual Learning Project Proposal due
	CURRENT EDUCATIONAL ISSUES
8	No class—Students will substitute Women's Studies speaker for Women's History Month
9	Read: Sandler, et al., Introduction, Parts 1 and 3; Walton, pp. 121-132
10	Guest speaker Read: Sandler, et al., Parts 4 and 5; Walton, pp. 135-145

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Xavier University

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Leadership

Educational Level: Graduate
Department: Management and Entrepreneurship
Format: For-credit
Stand Alone

OBJECTIVES

The purpose of the course is to assist students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice. Upon completion of the course, the students will have:

- Developed an understanding of various theoretical approaches to leadership and leadership development.
- Reviewed various definitions of leadership and formulated their own personal definition and philosophy of leadership.
- Identified their own leadership characteristics.
- Practiced their skills in communicating leadership ideas to others.
- Been provided the opportunities to develop and practice their leadership knowledge, attitudes, skills, and aspirations.

TEXTS

Blanchard, K., & Peale, N. V. (1988). *The power of ethical management.* New York: William Morrow.

Pierce, J. L., & Newstrom, J. W. (1996). *The manager's bookshelf* (4th ed.). New York: HarperCollins College Division.

Shriberg, A., et al. (1997). *Practicing leadership: Principles and applications.* New York: Wiley.

Class handouts package.

REQUIREMENTS AND EVALUATION

Team Project—100 points
The class will be divided into teams of five to six people. Teams will be able to choose from three options:

- Teaching Leadership Through Videos: Each team will prepare a written and in-class presentation highlighting at least two theories or approaches we cover using at least two clips from current videos (movies, TV shows, etc.). The presentation should explain how these videos reinforce the theories and should be as creative, informative, and interesting as possible.
- Best Leadership Practice: Each student will spend a minimum of one-half day shadowing an individual who is a leader, and, based upon the shadowing experience, prepare a leadership profile of the individual. The identification of the individual leader is the responsibility of the students, and the final selection of the individual leader is the joint decision of the student group and the instructor.
- Leadership Research and/or Critique: Each student group will read two or more books or four or more journal articles dealing with some subset of leadership (theory, development, applications, gender, race, power, industry-specific, etc.) from the list distributed or an appropriate substitute. The identification and final selection of the topic and appropriate literature is the responsibility of the student group.

Each team will be expected to make a presentation and to turn in one team paper of about ten pages.

Midterm Exam—100 points

View of Leadership Paper—50 points
The following question should be prepared before the date of the final exam and brought to the exam: Define and describe your own theory of leadership. Using any material you wish from any part of the course (or any other sources), describe in detail your theory of leadership and then explain its implications for you in your day-to-day life. Please include how you implement the theory as well as your explanation of the theory itself.

Final Exam—100 points

OUTLINE

Session	Topic
1	Read: Shriberg, ch. 1, 3 Pierce & Newstrom, Reframing leadership, p. 52; On leadership, p. 225; Principle-centered leadership, p. 323
2-3	Read: Shriberg, ch. 4-5, 8 Handouts, pp. 1-17 Pierce & Newstrom, One-minute manager, p. 88; Human side, p. 94; Superleadership, p. 194; The

wisdom of teams, p. 207; Empowered teams, p. 213; Credibility, p. 329
Guest speakers

4 Midterm
Group A presentation

5 Read:
Shriberg, ch. 6-7, 9
Blanchard & Peale, *The power of ethical management*
Handouts, pp. 18-42
Pierce & Newstrom, The charismatic leader, p. 231; Visionary leadership, p. 236; Stewardship, p. 243; Teaching an elephant to dance, p. 27; Out of crisis, p. 299
Do Myers-Briggs Type Indicator® activity
Guest speakers

6 Groups D and E presentations
Myers-Briggs Type Indicator® presentation
Guest speaker

* * *

ACADEMIC COURSES – UNDERGRADUATE

This section contains examples of courses from a wide variety of disciplines. Business, health sciences, education, public affairs, sociology, psychology, theology, agriculture, communications, sports management, philosophy, and the humanities are represented. There are also interdisciplinary courses, including some for-credit offerings from student activities departments and honors programs. Some are stand-alone courses and seminars within various areas of study. Others are part of comprehensive leadership programs. Each course is a for-credit offering.

CONTENTS

ALVERNO COLLEGE 176
Women and Leadership: Turning Visions into Deeds
A business and management course that explores issues to develop a student's synthesis and definition of effective leadership in various contexts.

BALL STATE UNIVERSITY 178
Leadership in Health Education
A physiology and health science course designed to provide students with an understanding of the concepts and practice of leadership and how it interfaces with the field of health education.

BIRMINGHAM-SOUTHERN COLLEGE 179
Leadership Studies: Theory and Practice
An introduction to the academic study of leadership from both a theoretical and practical perspective.

BIRMINGHAM-SOUTHERN COLLEGE 182
Introduction to Latin American Politics
An introduction to the diversity of governments and leadership styles in Latin America.

BIRMINGHAM-SOUTHERN COLLEGE 183
Leadership and Decision Making
A course on how leaders make choices and how and in what ways they should involve their subordinates.

BUFFALO STATE COLLEGE 185
Creative Approaches to Leadership
A course that provides students with exposure to, and practice in, leadership and facilitation concepts as they relate to creative problem-solving groups.

CHRISTOPHER NEWPORT UNIVERSITY 187
Nursing Leadership in Practice
A nursing course that examines the nurse's leadership and management process, problem solving, decision making, change, communication, and conflict resolution.

COLORADO STATE UNIVERSITY 189
Introduction to Student Leadership
An education course that introduces concepts of leadership to students exploring their leadership potential.

DUKE UNIVERSITY 190
Leading from Within: Exercising Leadership in an Age of Uncertainty
A public policy studies course that is a reflective practicum for exploring group work in an age of uncertainty.

DUKE UNIVERSITY 192
Leadership and Quality in the Arts
A public policy studies course that uses New York City as its classroom for an intensive study of leadership, policy, philanthropy, and creativity.

DUKE UNIVERSITY 195
Leadership, Policy, and Change
A public policy studies course about groups and individuals as they are involved in conflict about significant change.

DUKE UNIVERSITY 198
Leadership Development
A public policy studies course that explores the many facets of leadership.

DUQUESNE UNIVERSITY 201
Leadership and Organizational Culture
A continuing education course that analyzes the culture of organizations in order to better understand how they function.

EASTERN MENNONITE UNIVERSITY 202
Leadership
A business administration course that allows students to study the concept of leadership and to serve as leaders in both the university and community.

KENTUCKY WESLEYAN COLLEGE 205
Profiles in Leadership
A freshman studies class that is designed to help students make the transition from high school to a liberal arts college.

KENTUCKY WESLEYAN COLLEGE 206
Leadership Through Literature
A business administration course that employs fictional media in conjunction with conventional texts in an interdisciplinary study of leadership.

KENTUCKY WESLEYAN COLLEGE 208
Women in Leadership
A sociology and psychology course that analyzes the special aspects of female leadership.

MADISON AREA TECHNICAL COLLEGE 209
Strategies for 21st Century Leadership
An arts and sciences division and business course that incorporates communications concepts, processes, and strategies to mobilize individuals to effective group effort.

MANHATTAN CHRISTIAN COLLEGE 211
Leadership Ministries
A ministries course that studies the concepts and applications of organization and administration, emphasizing the development of leadership skills.

MICHIGAN STATE UNIVERSITY 212
Leadership in Agriculture and Natural Resources
An agricultural and extension education course that is designed to allow students to practice leadership behavior in a "safe" environment.

MISSOURI SOUTHERN STATE COLLEGE 216
Leadership Training
A psychology course that is designed to integrate leadership training with peer helping.

MONTREAT COLLEGE 217
Servant Leadership
A business course that studies the notion of servant leadership and its applicability in today's business environment.

NAZARENE THEOLOGICAL SEMINARY 218
Dynamics of Leadership
A pastoral theology course in which the nature and principles of leadership in the Church and in contemporary culture are considered within the mandates and resources of the gospel.

NEBRASKA WESLEYAN UNIVERSITY 220
Introduction to Leadership
A communication course that assists students in clarifying and supporting their personal definition of leadership.

NORTH CENTRAL COLLEGE 221
Leadership Analysis
A leadership, ethics, and values course that identifies problems of leadership, including ethical as well as functional problems.

NORTHWESTERN UNIVERSITY 223
Paradigms and Strategies of Leadership
A communication studies course that focuses on micro issues of leadership and covers a variety of perspectives, including business, community, and small decision-making groups.

OHIO STATE UNIVERSITY 225
Student Career Development and Leadership Training
An educational policy and leadership course that provides an overview of the theories related to and the skills necessary for the practice of effective leadership in teams and organizations.

OHIO STATE UNIVERSITY 226
Senior Seminar in Leadership Development
An educational policy and leadership course that helps students to synthesize their accumulated leadership experiences and classroom learning into a personal, integrated approach.

OHIO STATE UNIVERSITY 227
Fundamentals of Leadership
An agricultural education course that assists students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice.

OHIO UNIVERSITY 228
Dynamics in Organizational Leadership
An education and student activities course that provides students an opportunity to apply theories of leadership to everyday practice.

PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE 230
Leadership Development
A social sciences course that provides exposure to leadership skills that can be applied in a wide variety of situations.

PRINCIPIA COLLEGE 231
Sports Management Leadership
A sports management course that explores basic theories and concepts of leadership.

RICE UNIVERSITY 232
Creating and Managing Change: Principles of Leadership
An interdisciplinary course that introduces students to leadership issues in ethics, rhetoric, and social change.

RICE UNIVERSITY 235
Creating and Managing Change: Case Studies in Leadership
An interdisciplinary course that is team-taught by a variety of community leaders who present themselves to students as case studies in leadership.

SAN DIEGO STATE UNIVERSITY 236
Leadership in Educational Settings
A counseling course that explores the Social Change Model of Leadership Development.

TEXAS A&M UNIVERSITY 240
Leadership for Learning Organizations
An agricultural education course that assists students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice.

TEXAS A&M UNIVERSITY 241
Leadership Perspectives in Horticulture
A horticulture/agricultural education course that presents the theory of working in teams in a technical environment.

TRINITY WESTERN UNIVERSITY 242
Leadership Theory and Practice
An interdisciplinary studies course that advances understanding of leadership and enhances personal leadership skills.

TULANE UNIVERSITY 243
Women and Leaders
A women's studies course that explores the contexts of leadership and examines how these contexts affect women.

UNITED STATES MILITARY ACADEMY 245
Future Paradigm of Leadership
A behavioral sciences and leadership course that inspires cadets to develop an informed, systematic, and dynamic approach to leading in the Army.

UNIVERSITY OF ALBERTA 248
Leadership Education and the Residence Community
An educational psychology course that introduces concerns and provides skills training for those students who have assumed leadership positions in the residence halls.

UNIVERSITY OF CHARLESTON 249
Issues in Involvement: Experiential Learning
A student activities course that provides students with exposure to and opportunities for community involvement.

UNIVERSITY OF DELAWARE 250
Leadership, Integrity, and Change
A human resources, education, and public policy course that helps students prepare for positions of leadership and responsibility.

UNIVERSITY OF IOWA 251
Introduction to Leadership
A planning, policy, and leadership course that introduces students to leadership and life skills that have day-to-day applications.

UNIVERSITY OF MARYLAND 253
Advanced Leadership Seminar
A student affairs and education course that introduces students to the concept of leadership as a field of study.

UNIVERSITY OF MARYLAND 254
Introduction to Leadership
A student affairs and education course that provides students with a greater understanding of and appreciation for leadership as a process.

UNIVERSITY OF MARYLAND 256
Leadership and Community Service
A student affairs and education course that utilizes community service as an introduction to service, civic responsibility, and leadership.

UNIVERSITY OF MARYLAND 258
Seminar in Transforming Leadership
An academy of leadership course that provides students with an intensive classroom experience on the subject of political leadership.

UNIVERSITY OF MARYLAND 260
Leadership in Contemporary Organizations: Lessons from the Classics
An honors course that explores the dynamics of a very complex and elusive phenomenon through a curriculum that marries the rich tradition of literature with the practical realities of contemporary leadership.

UNIVERSITY OF NEBRASKA–LINCOLN 262
Leadership Development for Small Groups and Teams
An agricultural leadership, education, and communication course that studies leadership dynamics and influence in small groups.

UNIVERSITY OF NEBRASKA–LINCOLN 263
Dynamics of Leadership in Organizations
An agricultural leadership, education, and communication course that is intended for students with little or no training or experience as leaders/managers.

UNIVERSITY OF NEBRASKA–LINCOLN 265
Interpersonal Skills for Leadership
An agricultural leadership, education, and communication course that provides a setting to develop and improve interpersonal skills to increase self-awareness and understanding of others.

UNIVERSITY OF NEBRASKA–LINCOLN 266
Interpersonal Skills and Communication
An agricultural leadership, education, and communication course for helping new counselors better understand positive interpersonal relationships and their contribution to the process of leadership development.

UNIVERSITY OF NORTH CAROLINA–CHAPEL HILL 269
Communication and Leadership
A communication course that teaches communication behavior of leaders within an organizational context.

UNIVERSITY OF PORTLAND 271
Speaking Out: Leadership
A communication course that provides several frameworks to understand the effectiveness of leaders.

UNIVERSITY OF RICHMOND 272
Leadership and Motivation
A leadership studies course whose outcome is a greater understanding of motivation theories and concepts and an awareness of what is personally motivating.

UNIVERSITY OF RICHMOND 274
Communicating and Leading
A leadership studies course that explores the characteristics of communicating in a variety of leadership situations.

UNIVERSITY OF RICHMOND 277
The Legal Dimensions of Leadership
A leadership studies course that educates people for and about the complex interactions between law and leadership.

UNIVERSITY OF RICHMOND 281
Leadership in Political Contexts
A leadership studies course that imparts to students an understanding that political leadership extends beyond the role of public office and to the role of citizen.

UNIVERSITY OF RICHMOND 286
Leadership and the Women's Movement
A leadership studies course that explores a number of questions related to women and social movements.

UNIVERSITY OF RICHMOND 289
Conflict Resolution
A leadership studies course that teaches students how to resolve conflicts through negotiation and persuasion.

UNIVERSITY OF RICHMOND 291
The Leader as a Change Agent
A leadership studies course that advances a student's understanding and abilities in issues related to change agency.

UNIVERSITY OF RICHMOND 295
Senior Project
A leadership studies course that provides students with an opportunity to make a meaningful contribution to leadership practice or research.

UNIVERSITY OF RICHMOND 296
Internship Seminar and Practicum
A leadership studies course that links theory and practice through an assumed leadership role in an organization.

UNIVERSITY OF RICHMOND 300
Leadership and Social Movements
A leadership studies course that focuses on the effects and sharing of leadership within social movements.

UNIVERSITY OF RICHMOND 304
Leadership and Crisis
A leadership studies course that keeps in mind that vision and crisis are related.

UNIVERSITY OF RICHMOND 306
Leadership in International Contexts
A leadership studies course that examines how international and local culture shape the values and practice of leadership.

UNIVERSITY OF SAN DIEGO 310
Diversity and Organizations
An education leadership studies course that offers a theory-practice-critique framework oriented toward leadership in public, private, and nonprofit contexts.

UNIVERSITY OF SAN DIEGO 312
Leadership in Organizations
An education course that introduces students to leadership theory in the context of their current organizational involvement.

UNIVERSITY OF TEXAS–PERMIAN BASIN 314
Philosophy of Leadership
A humanities course that seeks to gain a measure of philosophical insight into leadership using an integrated approach.

UNIVERSITY OF TEXAS–PERMIAN BASIN 314
European Leadership
A philosophy course that examines a number of European leaders through the millennia.

WEBSTER UNIVERSITY 316
Student Leadership Development Core Curriculum
A course that provides students with a theoretical and conceptual foundation for personal leadership development.

WESTERN MICHIGAN UNIVERSITY 318
Leadership
A communications course that is a study of the characteristics and behaviors of individual leaders in different group situations.

Alverno College

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Women and Leadership: Turning Visions into Deeds

Educational Level: Undergraduate
Department: Business and Management
Format: Weekend college
Stand Alone

OVERVIEW

Leadership is generally defined as the process of influencing others to achieve goals. The scholarly pursuit of what leadership is and what makes leaders effective is marked by a multiplicity of theories and perspectives concerning the process and its outcome. Also, because many leadership roles in business, government, education, church, and other segments of society have been held primarily by men, models of successful leadership styles may not seem appropriate or accessible to women. You will explore these issues to develop your own synthesis and definition of effective leadership in various contexts. You will also take on one or more leadership roles that are atypical for you and demonstrate your developing ability to work toward the solution of a professional or social problem.

GOALS

The major activities in this class involve reading selected literature on leadership and synthesizing it to derive a model of effective leadership that is meaningful in a given context, observing leaders in action and interpreting their behavior, self-assessing one's own potential as a leader based on self and peer observations, and taking on self-selected leadership roles in a group situation. These activities are aimed at developing the following course goals. Generic criteria are described to provide you with a more descriptive picture of what is expected in this course.

Goal 1. Synthesize literature on leadership and formulate profile of effective leadership in different contexts.
- Accurately identify leadership behavior embedded in specific organizational context.
- Use leadership terminology and concepts correctly.
- Use specific examples from leader's behavior to support your interpretation of effectiveness.
- Identify contextual elements that may have an impact on leader effectiveness.
- Select appropriate leadership concepts or frameworks to analyze or explain leadership style and effectiveness.

Goal 2. Commit yourself to an ongoing program of leadership development (self-assessment).
- Identify one's own traits that may affect leadership style.
- Accurately observe self in action in leadership situation.
- Identify elements in leadership situation that have or may have impact on effectiveness.
- Make connections between context and effectiveness.
- Accurately use appropriate leadership concepts, principles, frameworks to analyze and explain what might have or has happened.
- Show growing ability to accurately self-assess one's leadership approach in a particular situation.
- Develop a plan for leadership growth based on self-assessment.

Goal 3. Demonstrate capacity to take on the formal or informal leadership function of a group, exhibiting new leadership characteristics and abilities.

General Criteria for Evaluating Effectiveness of Leadership in Group
- Demonstrate proactive behavior through negotiation, mediation, and persuasion adapted to intragroup and interpersonal situations directed by goals consistent with personal and organizational values.
- Effectively and accurately evaluate and interpret cultures of complex organizations showing confidence in planning and conducting diverse negotiations and leadership of an overall group/organizational vision.
- Demonstrate understanding of competing influences of personal and group goals/values.
- Recognize the importance of concern for group members, as well as the task in carrying out leadership responsibility.
- Deal effectively with both formal and informal networks of communication.
- Structure data, resources, environment toward goal achievement.
- Interact effectively with people and with cultural diversity at various levels of organizational structure (e.g., team members, peers, superiors).
- Recognize and assume leadership behavior appropriate to the situation.
- Demonstrate commitment, acceptance of responsibility, and adequate preparation for all aspects of leadership role.
- Willingly accept feedback from others and follow through on suggestions for improvement.

- Demonstrate accurate ability to assess own and other group members' interactions and group problem-solving abilities.
- Effectively demonstrate ability from prior social interaction learning.

TEXTS

Required:

Bateson, M. C. (1990). *Composing a life: Life as a work in progress—The improvisations of five extraordinary women.* New York: Plume.

Gardner, H. (in collaboration with E. Laskin). (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books.

Other readings as assigned.

OUTLINE

Session **Topics/Assignments**

1 What makes leaders effective?

What do I need to develop to become a more effective leader?

In-class activities:

- Overview of course and requirements.
- Review of management and organizational theories of leadership.
- Observe videotaped samples of leadership behavior.
- Discuss what qualities and behaviors make leaders effective in different contexts.
- Begin self-assessment and self-development activities.

Assignments (to be completed before session 2):

- Read:
  J. Gardner, *Tasks of leadership.*
  Rosener article.
  Selected chapters from H. Gardner text.
- Develop at least five questions that could be used in interviewing women leaders based on the three readings above.
- Begin developing a profile of yourself as a leader. (Guidelines will be distributed in class.)

2 Recognizing leadership behavior in myself and in others.

In-class activities:

- Develop questions to be used in interviews with women leaders in Milwaukee.
- Determine teams to do interviews.
- Make sense out of definitions and characteristics of leadership provided by J. Gardner, H. Gardner, and Rosener.

Assignments (in preparation for session 3):

- Read:
  Senge, *The fifth discipline.*
  Selected chapters from H. Gardner text.
  Selected chapters from Jamieson text (pp. 2-76).

3 What does vision have to do with leadership?

In-class activities:

- Discuss Senge, Jamieson, and H. Gardner concepts of vision, service, and language.
- Distinguish between transactional and transformational notions of leadership.
- Explore the role of vision/language/communication and stories in effective leadership.
- Case study—Memo from HBR.
- Teamwork—on interview project.

Assignments (in preparation for session 4):

- Read:
  Morrison, White, & Van Velsor article.
  Morrison & Von Glinow article.
  Selected chapters from Jamieson and H. Gardner.
  Articles on Janet Reno.

4 Leadership qualities of women.

Leadership as a multicultural issue.

In-class activities:

- Respond to questionnaires on qualities of women leaders.
- Observe videotapes of women leading—determine qualities and context.
- Case exercise: Janet Reno.
- Continue preparation for interviews with women leaders.

Assignments (in preparation for session 5):

- Read:
  Kanter article.
- Prepare:
  Group presentation on interviewee (session 7).

5 Women, power, and politics in organizations.

In-class activities:

- Observe extended example of the first woman taking a leadership role in an organization.

Assignments (in preparation for session 6):

- Continue preparation for final class presentation and portfolio project.
- Analyze film using guide distributed at session 5.

6 Does my synthesis of leadership ideas match the ideas and experience of women leaders?

In-class activities:

- Discuss issues arising from film and Kanter article.

- Activity—peer assessment of individual portfolios.
- Teams prepare presentations on women interviewees.

Assignments:

- Finish group interview project and prepare for final class presentations.

7 Can I synthesize what I have learned about leadership and communicate it clearly to others? Do I understand my potentialities as a leader?

In-class activities:

- Team presentations of interviews.
- Panel of women leaders (if possible).
- Summing it all up.

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Ball State University

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Leadership in Health Education

Educational Level: Undergraduate
Department: Department of Physiology & Health Science
Format: For-credit
Stand Alone

DESCRIPTION

This course is designed to provide the students with 1) an understanding of the concept of leadership, 2) an understanding of how leadership interfaces with the field of health education, and 3) the opportunity to assume a leadership role.

OBJECTIVES

Upon completion of the course, the students will be able to:

- Define leadership.
- Outline the work of leaders.
- Identify the traits (characteristics and skills) of effective leaders.
- Reflect on their own ability to lead.
- Describe how the work of a leader blends with the responsibilities of a certified health education specialist (CHES).
- Recognize the important components of leadership as they interact with and observe current leaders in the field of health education.
- Assume a leadership role in helping to plan, implement, and evaluate a workshop for other health science students.

TEXT

Required:

Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic.* New York: Simon and Schuster.

Other selected readings as assigned in class.

REQUIREMENTS AND EVALUATION

Assigned readings are expected to be completed prior to coming to class. Be prepared to answer questions and discuss the assigned reading.

- **Midterm examination—200 points**
  This exam will cover the textbook, class notes, comments by speakers, and any other assigned reading.
- **Health education workshops—150 points**
  The class will be responsible for planning, implementing, and evaluating two health education workshops for other health science students. Each student will be assigned tasks to complete and will be evaluated by his or her peers (50 points) and by the instructor (100 points).
- **Manuscript for publication—100 points**
  The class will be working to collect data and write a manuscript that will be submitted to a professional journal for review and possible publication. These points will be earned by completing assignments given in class.
- **Oral report and term paper—200 points**
  Early in the semester, each student will select a "quality or characteristic" of a leader. During the semester, the student will read the literature about the quality/characteristic, ask questions of the speakers on the quality/characteristic, create an outline for the paper (20 points), and write a draft of a final paper (30 points). At the end of the semester, each student will report his or her findings via a 15-minute oral presentation (50 points) and a 6-8 page term paper (100 points). The paper should include at least 10 citations in the references and be written in APA style with appropriate referencing.

OUTLINE

Session	Topic
1	Introduction and orientation
2	What is leadership? What are the qualities of a leader? Is leadership different than management?
3	Qualities of a leader OR Characteristics associated with leadership Read Inside/Out and Overview
4	Planning for the workshops (Creation of and plans for the distribution of a needs assessment questionnaire) Planning for the manuscript
5	Qualities of a leader OR Characteristics associated with leadership (cont.) Video: *The Leadership Challenge*
6	Qualities of a leader OR Characteristics associated with leadership (cont.) Selecting topics for the oral reports and term papers Myers-Briggs Type Indicator® Thomas-Kilmann Conflict Mode Instrument
7	Planning for the workshops Planning for the manuscript
8	Myers-Briggs Type Indicator® results and discussion
9	Class discussion on the text Read Habit 1 and be prepared to discuss
10	Class discussion on the text Read Habits 2 & 3 and be prepared to discuss
11	Speaker: Assistant Professor, College of Nursing, University of Kentucky, Lexington, and Tobacco Coalition Organizer
12	Speaker: National President, Eta Sigma Gamma and Professor, University of South Florida
13	Class discussion on the text
14	Planning for the workshops Planning for the manuscript
15	Speaker: Past President, Indiana Association of Health Educators, Global Health Economics, and Education and Development, Eli Lilly and Company
16	Class discussion on the text Read Habits 6 & 7 and be prepared to discuss
17	Speaker: President, American Cancer Society, Delaware Co. (IN) Unit and Superintendent, Delaware Community Schools
18	Planning for the workshops Planning for the manuscript
19	Speaker: Project Manager, American Stop Smoking Intervention Trial (ASSIST)
20	Midterm examination
21	Speaker: U.S. Representative, Washington, DC
22	Attend the Indiana Association of Health Educators (IAHE) spring meeting, Indianapolis
23	Speaker: Resident Initiative Coordinator of Housing Authority
24	Planning for the workshops—Final plans
25	Conducting the Workshop I
26	Conducting the Workshop II
27	Workshop evaluation
28	Speaker: Deputy Chief, Bureau of Health Promotion and Risk Reduction, Ohio Department of Health
29	Oral reports and class discussion
30	Oral reports and class discussion
31	Float day for attending the IAHE conference Term paper due
32	Final Exam

* * *

Birmingham-Southern College

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Leadership Studies: Theory and Practice

Educational Level: Undergraduate
Department: Humanities
Format: For-credit
Stand Alone

DESCRIPTION

An introduction to the academic study of leadership from both theoretical and practical perspectives.

PHILOSOPHIES

Leadership Studies: Theory and Practice, the core course in the Leadership Studies Concentration, does not offer a single definition nor direction for leadership but seeks broadeningly and inclusively to: 1) examine a history of leadership as a concept, a process, and an action; 2) study the practice of leadership in context; and 3) evaluate the competencies traditionally associated with leadership.

It is important to differentiate between the conceptions of leadership and leaders. Traditional definitions of a leader focus on someone empowered with authority in an influence relationship, and while the study of such leaders is certainly a subset of leadership studies, it is not the sole, nor even the primary, direction of our study. Leadership implies an influence relationship among leaders and constituents (or followers), one that is not always equal but, nevertheless, one that reflects an intent for real change that befits the mutual purposes of both constituent groups. To study leadership, therefore, does not imply that one is a leader, nor that one will become one, any more than the study of political science supposes one to be or to become a politician. To study leadership suggests that one has an interest in the mechanics of a dynamic that contemporary American society constantly decries we are lacking and of which we lack an understanding. Thus, such a study seems particularly relevant.

Leadership is also not synonymous with management, though, again, management science has certainly informed scholarship in the field. A frequently seen quip in the discipline is "Management means doing things right, while leadership means doing the right thing." This saying clearly implies that ethics are a part of the study, and while this introductory course will not include an in-depth study of ethics, a basic examination of ethics is required to understand the foundational scholarly work in the area.

In conclusion, the teaching of leadership, while it may seem new, actually is a return to the nascence of education itself. *Educate* derives from a root meaning *to draw out* and *to lead*. *Leadership* and *education* thus share from their beginnings the notion of empowering people into responsibility (response-ability). The mission statement of Birmingham-Southern College challenges students *to be committed to intellectual and social responsibility*. Leadership Studies 200 has chosen that as its ultimate goal.

OBJECTIVES

- To address conceptions of leadership critically and ethically.
- To expand our conceptions of leadership beyond the context of position and power.
- To increase the historical and cultural understanding of leadership.
- To explore leadership in relation to individuality, cooperation, community, and collaborative inquiry.
- To develop a personal understanding of the processes, practices, and purposes of leadership.
- To understand leadership as a form of service.

TEXTS

Mamet, D. (1993). *Oleanna.* New York: Pantheon Books, div. Random House.

Tzu, Lao. (1988). *Tao te ching* (S. Mitchell, Trans.). New York: Harper.

Wheatley, M. (1992). *Leadership and the new science: Learning about organization from an orderly universe.* San Francisco: Berrett-Koehler.

Wren, T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* Lexington, MA: Lexington Books.

Selected materials on library reserve.

EVALUATION

Leadership Portfolio

A collection of observations, connections, and analyses that may take some or all of the following forms: Students are required after each class to respond with a minimum of two pages of writing (emphasis on minimum) that relate the readings and class to personal, organizational, fictional, or your own case studies of situations and responses correlating to the day's subject matter. These writings may be supplemented by notes and observations that you make on the readings before class, summaries of articles or books you read that have relevance to our study, anecdotes about how things you have learned in class have connected to other aspects of your life, analyses of how election races correlate to our study, clippings from various sources, photographs, etc. In short, the portfolio is a place where the study of leadership can be made personal and interconnect with all avenues of your life. Evaluation of the portfolio will be based on its richness, the thoughtfulness with which it has been constructed, and intellectual evidence of your grappling with the issues.

Observation Essay (4-7 pages)

Students will observe the leadership structure of an organization not typically connected to our concept of leadership (e.g., air traffic controllers, sanitation workers, a convent, a daycare center). In an essay, you will connect material we have examined in class to your analysis of leadership in this group and discuss what you have learned from your observations. The written report will be complemented by an oral presentation.

Examination on the various scholarly theories of leadership

Connections Essay
A five- to seven-page essay in which you respond to our readings and study of leadership by critiquing, analyzing, and making connections concerning some aspect of our study that has particularly intrigued you. The written report will be complemented by an oral one.

Final Exam
An essay that defines leadership and assesses how both student and class have met and/or responded to the objectives offered for the course in the syllabus. The essay is due the last day of class. The three hours allotted for the final exam will be used to present and discuss the main points of these essays.

Class Participation
Final grades will be based on a contracted average of each of the above. Students may break down their 80% in any manner so long as they give at least 10% to each item and at least 20% to the portfolio.

OUTLINE

Session	**Topic/Assignment**
1	Introduction to Leadership Studies
2	Difference in Learning/Difference in Leadership Assignment: List ten ways you are like everyone else, ten ways you are different. Share these with no one before class.
	THEORIES OF LEADERSHIP
3	What is Leadership? What is a Leader? Read: Wren, pp. 2-43, 245-252. Introduction to Trait Theory
4	Two-day Leadership Retreat at Camp Sumatanga
5	Trait Theory, pp. 83-99, 127-143. Introduction to Behavior Theory Turn in portfolio for commentary
6	Behavior Theory, pp. 114-123. Introduction to Power/Influence Theory
7	Power/Influence Theory, pp. 222-230, 327-351, 418-427. Introduction to Situational/Contingency Theory
8	Situational/Contingency Theory, pp. 144-148, 207-211, 389-394. Introduction to Charisma Theory
9	Charismatic Leadership, pp. 108-113, 318-324. Introduction to Transformative Theory
10	Post-Industrial Paradigms: Transformational Leadership, pp. 100-107, 456-463.
11	Exam
	APPLYING THE THEORY
12	Read: Leadership and the New Science, ch. 1-5. Connections essays due
13	Complete LS and TNS
14	Leadership Strengths: LSI Read: Wren, pp. 377-388, 408-417. Portfolio due for mid-term evaluation
15	Leadership Behaviors: The Gallup Model
16	Vision Read: Wren, pp. 402-407.
17	Systems Theory Read: Peter Senge (on reserve).
18	Power Read: *Oleanna*.
19	Observation Essay Presentations Observation essay due
20	Observation Essay Presentations
	LEADERSHIP AND DIFFERENCE
21	Gender Read: Wren, pp. 149-181.
22	Race Read: Wren, pp. 231-242. Read: Taking America's Pulse, from *The National Conference.*
23	Ethics Read: Wren, pp. 483-491, 500-508.
24	Discussion of Connections Essays Last connections essays due
25	Culture Read: Wren, pp. 253-270. Buddhism
26	Taoism. Complete the *Tao te Ching* Assignment: Re-write five of the Tao's chapters in your own words.
27	TBA Followership and groupthink?
28	TBA Postmodernism and leadership? Final Exam essay due

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Introduction to Latin American Politics

Educational Level: Undergraduate
Department: Political Science
Format: For-credit
Stand Alone

OBJECTIVES

This course introduces the undergraduate student to the diversity of governments and leadership styles in Latin America. While the region is often treated as a single unit, we can identify several different types of political systems in operation. The course gives the student an analytical understanding of how political leadership shapes the policy process. Civilian leaders face many pressing political and economic challenges, such as military involvement in politics, weak political parties, mounting foreign debt, and worsening poverty. The course is organized around three subregions: Mexico, Central America, and South America. Because it is impossible in a semester to fully grasp the politics of all Latin American countries, the course provides an in-depth look at five: Mexico, Nicaragua, Costa Rica, Peru, and Brazil.

TEXTS

Boeker, P. H. (1990). *Lost illusions: Latin America's struggle for democracy, as recounted by its leaders*. New York: Markus Wiener Publishing.

Camp, R. A. (1996). *Politics in Mexico* (2nd ed.). New York: Oxford University Press.

Goodwin, P. B. (1996). *Latin America* (7th ed.). Guilford, CT: The Dushkin Publishing Group, Inc., an Annual Editions Publication.

Additional readings as assigned.

COMPONENTS

Country Analysis
Students will choose two of the countries studied during this semester and monitor them during the semester. Students will supply two five-page country analyses (one for each country). The due dates for this assignment are noted in the course outline below. The analysis will contain current political developments in the countries and their significance. Students should relate these developments to the topics discussed in the course.

Honors and Leadership Assignments
Aside from the country analyses discussed above, students taking this course for either Honors or Leadership credit will have to submit a ten-page research paper on a topic to be approved by the professor. Students will present their research findings to the class at the end of the semester. These students will work closely with the professor in the development of the bibliography and the drafting of the paper. This assignment will involve extensive library research, including the use of the Internet and online databases.

Exams
This course has three exams and a noncumulative final. Each exam consists of a combination of essay and objective questions drawn from the textbooks and class lectures.

EVALUATION

Exam 1—10%
Exam 2—20%
Exam 3—20%
Final Exam—20%
Written Assignments—20%

OUTLINE

Session	**Topic/Assignment**
	INTRODUCTION TO THE STUDY OF LATIN AMERICAN POLITICS
1	Introduction No assignment
2	Latin American Studies and Political Science Read: Article on Library Reserve.
3-4	Regional Overview Read: Goodwin, pp. 3-7 and articles 1 and 3; Boeker, pp. 1-17.
5	Exam 1
	MEXICAN POLITICS
6-7	Historical Background Read: Camp, ch. 1-4; Goodwin, pp. 8-17 and articles 6-7.
8	The Recruitment of Political Leadership Read: Camp, ch. 5-6.
9	The Structure of Decision Making Read: Camp, ch. 7.
10	The Electoral Process Read: Camp, ch. 8.

11	Leadership and Political Change Read: Camp, ch. 10; Boeker, ch. 5; Goodwin, articles 4-5.
12	Exam #2
	GOVERNMENT AND POLITICS IN CENTRAL AMERICA
13-14	Introduction to Central American Politics Read: Goodwin, pp. 18-25, articles 8-9.
15	Social Revolutionary Leadership Read: Selbin, ch. 1, 3.
16-18	Nicaragua Read: Selbin, ch. 4; Goodwin, pp. 42-45.
19-21	Costa Rica Read: Article on Library Reserve; Boeker, ch. 4; Goodwin, pp. 28-30.
22-23	Electoral Democracy in Central America Read: Goodwin, articles 10, 11.
24	Exam 3
	GOVERNMENT AND POLITICS IN SOUTH AMERICA
25-26	Introduction to South American Politics Read: Goodwin, pp. 50-56.
27-30	Peru Read: Boeker, ch. 7; Goodwin, pp. 87-90, article 18.
31-36	Brazil Read: Articles on Library Reserve; Perruci, *Presidential Succession*; Perruci, *Neo-populism in Brazil's Democratic Consolidation*; Goodwin, pp. 64-70, article 14.
	THE FUTURE OF LATIN AMERICAN DEMOCRACY
37	Democracy and Political Stability Read: Camp, ch. 9; Boeker, pp. 313-333.
38	Concluding Remarks Read: Goodwin, article 2.
39	Final Exam

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Leadership and Decision Making

Educational Level: Undergraduate
Department: Business Administration
Format: For-credit
Stand Alone

INTRODUCTION

As Vroom and Yetton point out, "We are interested in the way in which leadership is reflected in social process utilized for decision making, specifically in leaders' choices about how much and in what ways to involve their subordinates in decision making." Is it the leader's responsibility to translate problems into solutions, or is it her job to determine the process by which the problem will be solved and who should take part in that solution process?

GOALS

- To critically and ethically address conceptions of leadership.
- To expand students' conceptions of leadership beyond the context of position and power.
- To increase the historical and cultural understanding of leadership.
- To explore leadership in relation to individuality, cooperation, community, and collaborative inquiry.
- To develop a personal understanding of the processes, practices, and purposes of leadership.
- To demonstrate leadership through community service.

OBJECTIVES

This course attempts to enhance students' abilities to deal with the kinds of ill-defined, unstructured problems that leaders typically confront. The course pursues this objective in the following ways:

- Providing students with an understanding of various theories and concepts pertinent to problem solving, so that they will have the conceptual resources needed to be more reflective and constructively critical of their own thinking/problem-solving process.
- Applying various methods and techniques that are of use in formulating and solving unstructured managerial problems. Students will undertake several problem-

solving assignments and develop detailed analyses of their performances thereon. Case-based problem situations will be discussed in class.

Good decision making is an important part of successful leadership; students in this course should be seeking knowledge about how decisions are made. Students should draw on their liberal arts experiences and view the decision-making process across disciplinary perspectives. Students should seek multiple perspectives on issues and synthesize. Students should look for patterns, identify causal relationships understand ethical implications, be factually and analytically correct, etc., in making decisions. This course will identify these attitudes for the students and focus their attention on the importance of mastering these attributes to become successful decision-makers.

TEXTS

Isenberg, D. J. How senior managers think. *Harvard Business Review.*

Vroom, V. H., & Yetton, P. W. (1976). *Leadership and decision making.* Pittsburgh, PA: University of Pittsburgh Press.

Additional readings as assigned.

EXPECTATIONS

- Critically evaluate situations involving management/leadership issues: that is, analyze information and produce logical and reasonable recommended courses of action.
- Demonstrate effective communication skills by making cogent arguments in both written and oral form.
- Be professionally responsible by exhibiting appropriate professional demeanor, ethical behavior, and leadership when working with classmates in team/group activities.

REQUIREMENTS AND EVALUATION

Oral presentations based on the reading assignments and interviews—10%

Interview a leader about decision making in his or her organization. Please explain how the decision-making process discussed by the leader parallels or is at variance with the theoretical information presented in the course. Oral presentations will also be made based on assigned readings. Presentations will be about ten minutes in length.

Individual problem statement and analysis—10%

Identify and analyze some problem or problem situation that you currently face in your personal or, preferably, your professional/academic life. The problem should be one that you would be willing to discuss in class and that has no apparent solution at this time. Hopefully, it will also be a problem of some importance to you, one that you really want solved. You should, to the best of your ability, identify and define the problem or problem situation in question. You should also provide an analysis of the situation, expressing pertinent information, so that a reader can appreciate the difficulties and complexity of the problem or problems. You may suggest possible solution alternatives and their related pros and cons. Particularly suited to this exercise would be problems that you feel are lacking in definition and that require hard thinking simply to determine what they are all about. Prepare a typed statement and analysis from one to three pages in length, using the following as your sources: William Howe, Jepson School, University of Richmond, 1994; Gerald F. Smith, Department of Management Science, University of Minnesota, 1988.

Problem identification exercise—10%

Expand the individual problem statement and analysis assignment. This exercise should be from 10-15 pages in length and begin with a one-page "Executive Summary" that states the major findings and recommendations contained in the paper.

Group analyses and oral presentations about leadership and decision making, including *A Major Malfunction*—20%

Peer evaluations—10%

Final exam (case)—20%

OUTLINE

Session	Topic/Assignment
1	Introduction
2	Introduction Read: Kotter, Simon, ch. 1, 2.
3	How Leaders and Managers Think Read: Zaleznick, Donaldson, & Lorsch.
4	How Leaders and Managers Think Read: Keichel, Schon, Bass.
5	How Leaders and Managers Think Read: Isenberg, Janis, ch. 1.
6	Problem Identification Individual problem statement and analysis due. Read Schellenberger.
7	Problem Identification Read: Vroom & Yetton.
8	Problem Identification *A Major Malfunction*, parts 1, 2, 3 due.
9	Problem Definition Read: Riggs & Inove.
10	Problem Definition Read: Beach et al.

11 Problem Definition
12 Practical Inference
Read: Schmidt & Davidson.
13 Theory of Argument
Read: Toulmin.
14 Systems Thinking
Read: Churchman.
15 Systems Thinking
Carter Racing
16 Alternative Generation
17 Group Problem Solving
Read: Janis, ch. 2.
18 Group Problem Solving
19 Decision Analysis
Interview reports
Read: March & Olsen, Kepner & Tregoe.
20 Decision Analysis
Read: Stryker.
21 Implementation
22 Implementation
23 Artificial Intelligence
Problem-identification exercise
Read: Simon, ch. 3.
24 Intuition
25 Reflective Judgment
Read: King.
26 Final Exam (case)

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Buffalo State College

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Creative Approaches to Leadership

Educational Level: Undergraduate
Department: Center for Studies in Creativity
Format: For-credit
Stand Alone

DESCRIPTION

This course provides students with exposure to, and practice in, leadership and facilitation concepts as they relate to creative problem-solving groups. Students examine their own leadership styles and skills. Further, they study and employ specific methods and techniques to help enhance their ability to manage and lead teams. A goal of the course is to assist students in applying these concepts and skills to their various leadership roles outside of the classroom.

The emphasis of this course is on creative leadership and facilitation. The course combines theory and research with practical applications and skill building. Those students who have an existing leadership role within which to apply the concepts and skills will find the course particularly relevant.

Creativity and leadership have many different definitions and approaches. Creativity deals with making and communicating novel associations that are useful. At its broadest level, creativity involves four overlapping areas:

- The characteristics, traits, and styles of creative people.
- The operations and stages of thinking within the creative process.
- The outcomes or products of creative people and processes.
- The elements of the climate or environment that supports or stifles creativity.

Generally, creativity is needed whenever something new and useful is desired. Leadership has a great deal to do with influencing and supporting others in accomplishing goals and taking action on new opportunities. In contrast, management focuses on maintaining the smooth operation of current systems or solving problems in tried and understood ways. Leadership focuses on discovering problems and generating ideas that result in new and useful pursuits. For leaders to accomplish extraordinary outcomes it is imperative that they develop their own and others' creative thinking capacities.

Creative leadership, then, relates to the kinds of processes, methodologies, structures, styles, skills, and knowledge that help leaders facilitate the successful accomplishment of goals in productive ways. It involves teaching, training, and educating as well as the ability to apply an appropriate leadership style in various situations. As with creative problem solving, applying creative leadership involves developing and using appropriate abilities, qualities, and skills of facilitation to foster the creative talents of others. Creative Studies students will find the course helpful in preparing to facilitate teams through Creative Problem Solving. Students of business or management may find it more applicable to planning, decision making, developing new products, and dealing with personnel matters. Education, Social Work, or other majors may find the course useful in identifying appropriate use of a facilitative style in working with others, conducting productive meetings, and increasing their effectiveness by integrating leadership style information with group development theory.

GOAL

The broad purpose of this course is to assist students in developing their leadership skills by introducing them to leadership models and theories, as well as engage them in skill-building activities.

OBJECTIVES

- Identify and apply characteristics and traits of creative individuals.
- Identify and apply methods and techniques for managing group processes.
- Identify and apply key situational or climate variables.
- Demonstrate knowledge of definitions, theories, and approaches to the study of creativity and leadership.
- Apply a variety of skill areas associated with creative leadership, including: identifying and interpreting personal style, refining communication skills, managing diversity, understanding the dynamics of situational leadership and group development, developing sound project-management skills, evaluating and prioritizing goals, providing clear and effective feedback to others, engaging in the five leadership practices described by Kouzes and Posner (1995).
- Develop group leadership skills including team building, delegation, conflict resolution, and decision making.
- Describe the ethical implications associated with leadership.
- Apply the information from readings and course activities to a group project.

TEXT

Clark, K. E., & Clark, M. B. (1994). *Choosing to lead.* Richmond, VA: Leadership Press.

REQUIREMENTS AND EVALUATION

- Attendance and active participation (15 sessions at 6 points each)—90 points
  Students are required to be prepared for each class session to actively engage in class exercises.
- Leadership Log—50 points
  Students maintain a journal with insights gained through course content and activities.
- Peer Feedback Session—50 points
  Students work in teams of three. Throughout the semester they observe their partners and provide performance feedback at the end of the semester.
- Leadership Experience Project—100 points
  Students work in teams on out-of-class projects designated by the instructor.
- Midterm and Final Exams—100 points
  Students complete two objective tests based on course content, reading assignments, and class activities.

OUTLINE

Session	**Topic/Activity**
1	Orientation and course overview. Students identify personal goals for course and form feedback teams. Share goals with feedback partners.
2	Interpretation of the Myers-Briggs Type Indicator®.
3	Project management. An experiential exercise on project management completed in groups, followed by a discussion of results.
4	Leadership models and theories. One-dimensional approaches, two-dimensional approaches, styles of leadership, and situational leadership. Experiential activity (i.e., Tower Building) used to bring theories to life.
5	Leadership and psychological climate. The impact of leadership on the psychological climate of a team is explored. Students receive

feedback on their perceptions of the psychological climate in the course.

6 Midterm exam. Examine the importance of vision in relationship to effective leadership.

7 Project preparation. Class time used for groups to meet and make final preparations for their out-of-class project assignments.

8 Leadership practices identified by Kouzes and Posner (1995) and the importance of managing group process. Overview of a variety of problem-solving processes and an experience in the process of setting and selecting goals.

9 The art of communication. Students engage in an activity that develops good communication and feedback skills. Affirmative judgment tool introduced as a mechanism for providing feedback.

10 The power of an effective team. Group development model and an experiential activity to demonstrate the complexities of problem solving in teams (i.e., Broken Squares, Hollow Square, etc.).

11 Leadership and diversity. Exercise (i.e., Alpha/Beta) and discussion on the value and challenges of working in diverse work groups. Also, an examination of how other cultures approach leadership, teamwork, problem solving, and meetings.

12 Power and ethical leadership. Activity and discussion to explore potential ethical dilemmas leaders might face.

13 Peer feedback and course wrap-up. Students work in feedback teams to share observations with their partners. Instructor leads activity to help students identify key lessons from the course.

14 Final exam

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Christopher Newport University

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Nursing Leadership in Practice

Educational Level: Undergraduate
Department: Nursing
Format: For-credit
Stand Alone

DESCRIPTION

The American health care system is evolving into a managed care environment, requiring the professional nurse to take on increasingly more complex responsibilities in the care of clients and practice of nursing. In this course, students will examine the nurse's leadership and management process, problem solving, decision making, change, communication, and conflict resolution. Necessary skills of the effective leader are discussed, with application to a variety of settings. Class participation, small-group analysis of case studies, individual learning activities, presentations, and written assignments are designed to encourage the development and refinement of critical thinking, analysis, application, and evaluation skills. Further, students are given opportunities to critique and enhance their own leadership style and behavior.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

- Apply selected theories of nursing, the behavioral sciences, public administration, management, and business to nursing leadership situations.
- Develop an understanding of the conflict resolution process.
- Identify effective and ineffective communication strategies.
- Analyze the role of the nurse leader in the decision-making process.
- Discuss societal issues as they impact on the delivery of nursing care, as coordinated by the nurse leader.

- Utilize the research process to incorporate change into nursing practice.
- Relate various leadership styles and traits to expected personnel outcomes.
- Develop a personal philosophy of effective leadership in the nursing profession.

EXPECTATIONS

The student is expected to participate in all classroom activities by completing assigned and self-identified readings. Additionally, there are observational experiences outside the classroom, requiring access to a health care delivery site. Due to the highly interactive nature of this course, attendance is highly encouraged and expected for each session.

TEXTS

American Nurses Association: (1991) *Standards of clinical practice*; (1995) *Nursing: A social policy statement;* (1985) *Code for nurses with interpretative statements.*

American Psychological Association. (1994). *Publication manual of the American Psychological Association* (4th ed.). Washington, DC: Author.

Marquis, B. L., & Huston, C. J. (1996). *Leadership roles and management functions.* Philadelphia: Lippincott-Raven Publishers.

REQUIREMENTS AND EVALUATION

- Article Critique—10 points
- Conflict Analysis Paper—20 points
  The purpose of the paper is to identify a priority issue that can be changed through positive action of a nurse leader to improve client, staff, or system health or behavior. This exercise enables the student to assess situational determinants and those influencing factors surrounding the identified problem or situation. Alternative strategies for change are devised, keeping in mind the diverse needs, priorities, and requirements of the system and organization.
- Conflict Presentation—15 points
- Management Article Critique—10 points
  The purpose of this assignment is to introduce the student to the body of literature comprising nursing leadership and management. Students are to find an article in one of the following journals: *The Journal of Nursing Administration, Nursing Economics, Nursing Management.* The article may be on any topic, with the review no longer than two pages.
- Case Analysis—30 points
  In this exercise, the student is presented with a scenario that he or she must react to *as* the nurse leader. Critical thinking and analysis skills are emphasized, as often there are no right or wrong answers, but instead, it is how the decision is reached and the rationale behind the decision that guides the outcome. Students are evaluated on their ability to solve the problem, using material discussed in class and in the readings.
- Resume—10 points
  The goal of this assignment is to assist students in their self-development and presentation of professional self through a resume. *No more than three pages* are to be used for this project: one for the cover letter and a maximum of two for the resume.
- Class Discussion—5 points

OUTLINE

Session	Topic
1	Course Introduction Issues in the Field of Nursing Leadership
2	Leadership/Management Theories Read ch. 1-2
3	Change/Motivation Theories Read ch. 4, 14
4	Strategic Planning Organizational Structure and Culture Read ch. 3, 7 Article Critique due
5	Conflict Management and Problem Solving Read ch. 16
6	Communication Authority and Power in Leading Read ch. 15, 8 Case Analysis I due
7	Performance Appraisal Counseling and Discipline Read ch. 19-20
8	Quality Improvement/Risk Management Read ch. 18
9	Fiscal Planning Staffing Needs Read ch. 6, 12 Conflict Paper due
10	Ethical Issues in Nursing Leadership Read ch. 22
11	Legal Issues in Nursing Leadership, including delegation Review Virginia Nurse Practice Act Read ch. 23
12	Nursing Care Delivery Models (Library reserve on case management) Career Development Issues Read ch. 9, 24
13	Individual Presentations Resume due
14	Final Exam (Case Analysis II)

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Colorado State University

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Introduction to Student Leadership

Educational Level: Undergraduate
Department: Education
Format: For-credit
Stand Alone

INTRODUCTION

The purpose of Introduction to Student Leadership is to introduce concepts of leadership to students exploring their leadership potential. This course will build a foundation of basic leadership principles so that students can apply these fundamentals to their practical leadership experiences.

TEXTS

Edelman, M. W. (1992). *A measure of our success: A letter to my children and yours*. Boston: Beacon Press.
Other readings will include handouts and articles provided by the instructors.

JOURNALS

Journals may be handwritten but must be legible. Journal entries will be handed in each week and will be returned to students the following week with comments from the instructors. Entries should respond to assignments and discussion in class. The topics to be written about are listed in the outline. Journals will be graded on content, thoughtfulness, and completeness of ideas. The key to writing a successful journal is to carefully consider the topics that are assigned and then write your ideas in a clear, concise manner. Although grammar is not a component of the grading, consider this a representation of your writing, which should be grammatically correct; words should be spelled correctly and writing should be legible. If your handwriting is difficult to read, you may want to consider typing your journal. Length will vary depending on the topic, but entries should be one to two pages in length (handwritten).

EVALUATION

Attendance and Participation (8x15 points per class)—120 points
Journal Assignments (7x20 points per class)—140 points
Service Learning Project—50 points

OUTLINE

Session	Topic
1	Journal Entry: Write about your personal definitions of leadership, what experiences helped you define what leadership is, and give examples of how you have seen leadership work. Readings: Review the material in the Overview of Traditional Leadership Models.
2	Journal Entry: Complete the Values Deck exercise; complete the entire process for 25 values and be prepared to talk about the experience. Readings: Why Diversity; *A measure of our success*, foreword and part I.
3	Journal Entry: Continue your "walk in a new pair of shoes" for three or four days following class, taking notice of your environment, language, obstacles, and reassurances applicable to your new shoes. What did you notice? Did your new characteristic affect your interactions with others? With your environment? What did you learn? Based on what you learned, create a wish list for your community (CSU, residence hall, student organization, Greek chapter, workplace). What do you want to see in your community that does not exist now? Reading: Ways to experience difference (handout).
4	Journal Entry: Instructor option.
5	Journal Entry: Discuss the eight forms of listening on the handout and when, in various situations, you have used them. Did that style work or not? Give an example of each style of listening as you have seen it happen or as you imagine it would happen. Readings: Listening Forms handout; keep working on *A measure of our success* (must be finished by last class period).
6	Journal Entry: Considering the material in the handout on conflict resolution, which would you identify as the style you feel most comfortable with? Tell about a time when you used that style and how the conflict was resolved. Can you see other situations in which different approaches

(aggressive, accommodating, compromising, or competing) might be more useful? What are they? In local, state, national, or international news, which conflicts do you think would benefit from a collaborative approach? How so? Readings: Continue *A measure of our success.*

7 Journal Entry: Discuss an organization of which you were a part that utilized partnership leadership. How did that organization operate? What did it feel like to be a part of such an organization? Could things have been done to more strongly implement the partnership? If you have not been a part of such an organization, describe one that you wish would have implemented such a leadership style, answering the same questions. Readings: Finish *A measure of our success.*

8 Service Learning Projects Due

Option One: Research Paper

Write a five- to six-page paper that defines service learning as well as outlines its purpose in the community. You should use and list at least five references. The following questions should be answered through your paper. (Do not just answer these questions in outline format—the answers should be included in your paper, but they should not limit your research.)

- What is service learning?
- How is service learning being incorporated into classrooms and workplaces?
- What are the personal, institutional, and community benefits of service learning?
- What are the local, state, national, and global implications of service learning?
- How does the idea of effective leadership fit into service learning?

Here are some ideas of sources to get you started:

- Office of Community Services
- Service Learning Web Page: http.//csf.colorado.edu/sl/
- Jacoby, B., et al. (1996). *Service learning in higher education: Concepts and practices.* San Francisco: Jossey-Bass.

Option Two: Service Project

Participate in a service learning project and reflect on the experience in writing (no less than two pages). The project should consist of at least six hours of service, and is usually not completed all at once—i.e., working three consecutive Wednesdays at an agency or two Saturdays at an agency. You are responsible for coordinating the experience.

* * *

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Leading from Within: Exercising Leadership in an Age of Uncertainty

Educational Level: Undergraduate
Department: Public Policy Studies
Format: For-credit
Stand Alone

INTRODUCTION

Groups facing the challenges of today's world need the resources of many diverse perspectives to find solutions to their problems. Group work is often difficult and complex, yet much significant change comes about through groups. This seminar explores the interrelated processes of thinking systemically, developing reflective judgment, discerning purpose, and exercising leadership by mobilizing group resources for adaptive change. We will examine leadership as a reflective practice, a means of expanding our collective capacity for change by getting groups, organizations, and social systems to learn to take action on difficult, systemic problems.

Learning to reflect well is an essential tool for self-development and for work with groups. A sense of purpose, whether in an individual, a group, or a larger social system, can serve as the orienting principle for finding direction in the midst of chaos and uncertainty. Purpose can be discerned through skillful and continual processes of reflection. Effective groups are usually those that develop processes of reflection at a group level so that they can understand how their actions shape their reality and, thus, locate their power to create organizational and social change.

This course is designed as a reflective practicum. Throughout the semester, we will weave together theoretical and experiential threads, use material from our own lives and insights gained from each other in class as resources for our learning. Students can learn from readings, case studies, group dynamics, small-group sessions, and reflection exercises.

TEXTS

Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, MA: Belknap Press.

Parks-Daloz, L. A., Daloz-Parks, S., Keen, C. H., & Keen, J. P. (1996). *Common fire: Lives of commitment in a complex world.* Boston: Beacon Press.

Wheatley, M., & Kellner-Rogers, M. (1992). *A simpler way.* San Francisco: Berrett-Koehler.

The other readings required for this seminar—articles and excerpts from books—are included in the course notebook.

FORMAT

The seminar will be divided into three small groups that will meet for one hour each week for ten weeks, beginning the third week of class. The purpose of these sessions is to provide students an opportunity:

- To apply what they are learning in the seminar to their own life experiences.
- To complete weekly group assignments.
- To discover and reflect upon group dynamics.

REQUIREMENTS

- Punctually attend each seminar class.
- Finish the reading assignments prior to each week's class, and prepare notes.
- Find creative ways to participate in seminar discussions.
- Attend each small-group session—total of ten—and participate fully in the group assignments.
- Complete an informal weekly reflection exercise, and send it by e-mail to the instructor (total of ten brief reflection papers).
- Write a paper that integrates your learning from each part of our seminar. (Total of three papers. The second paper is required, but not graded. Papers 1 and 3 count 15% each.)
- Prepare a brief and informal annotated bibliography during Part Two of the course.
- Attend a mid-semester evaluation meeting with the instructor.
- Contribute to a group project, to be presented during the final semester class.

EVALUATION

Class Participation—30%
Papers—30%
Weekly Reflection Exercises—20%
Group Project—20%

OUTLINE

Session	**Topic**
1	Introduction: Learning, Reflection in Action, and Leadership
	PART ONE: THE PRACTICE OF THINKING SYSTEMICALLY
2	Context Readings: Drucker, P. F. The age of social transformation. *The Atlantic Monthly*, Nov. 1994, pp. 53-80. Schall, E. (1995). Learning to love the swamp. *Journal of Policy Analysis and Management, 14*(2), 202-220. Schon, D. (1983). Reflection in action. *The reflective practitioner.* New York: Basic Books, pp. 49-69. Vaill, P. B. (1996). An ordinary day on the river: Living in a world of permanent white water. *Learning as a way of being.* San Francisco: Jossey-Bass. Leadership expert Ronald Heifetz, *Inc. Magazine*, Oct. 1988, pp. 37-41.
3	Chaos Readings: Flowers, J. The power of chaos: A conversation with Margaret Wheatley. *Healthcare Forum Journal*, Sept.-Oct. 1993, pp. 48-55. Hock, D. (1995) The chaordic organization: Out of control and into order. *World Business Academy Perspectives*, 9(1), 5-18. Wheatley, M. (1992). Change, stability, and renewal: The paradoxes of self-organizing systems, pp. 75-99. The creative energy of the universe—information, pp. 101-119. *Leadership and the new science: Learning about organization from an orderly universe.* San Francisco: Berrett-Koehler. Handouts: "The Change Codes," "Quotations from Chairman Kelly" Small-group meetings before next class session
4	Learning to See Systems Reflection exercises due Readings: Wheatley, M. J., & Kellner-Rogers, M. (1996). *A simpler way.* San Francisco: Berrett-Koehler. Readings from the World Wide Web—to be announced. Key web sites include: • The MIT Organizational Learning Network: http://learning.mit.edu/

- Stanford Learning Organization Web: http://www-leland.stanford.edu:80/groups/SLOW/internet.html
- Innovation Associates: http://world.std.com/~ia/
- Whole Systems: http://www.newciv.org/worldtrans/whole.html
- The Change Project: http://www.well.com/user/bbear/

Small-group meetings before next class session

5 *A simpler way*
Paper 1 due
Reflection exercises due
Small-group meetings before next class session

PART TWO: THE PROCESS OF LOCATING PURPOSE

6 Vision and Calling
Reflection exercises due
Readings:
Bateson, M. C. (1989). Emergent visions. *Composing a life.* New York: Penguin Books, pp. 1-18.
Bellah, R. N., et al. (1985). Finding oneself. *Habits of the heart: Individualism and commitment in American life.* Berkeley, Los Angeles: University of California Press, pp. 55-84.
Kabat-Zinn, J. (1994). What is my job on the planet with a capital J? *Wherever you go, there you are.* New York: Hyperion, pp. 206-210.
Kornfield, J. (1993). Did I love well? *A path with heart.* New York: Bantam Books, pp. 11-21.
Schumacker, E. F., & Whitmeyer, C., Eds. (1994). Good work. *Mindfulness and meaningful work: Exploration in right livelihood.* Los Angeles: Parallax Press, pp. 131-135.
Sullivan, W. (1995). Reinventing professionalism. *Work and integrity.* New York: HarperCollins, pp. 127-157.
Small-group meetings before next class session

7 Connection to the Commons
Reflection exercises due
Readings:
Parks-Daloz, L. A., Daloz-Parks, S., Keen, C. H., & Keen, J. P. (1996). *Common fire: Lives of commitment in a complex world.* Boston: Beacon Press.
Small-group meetings before next class session

8 *Common fire: Lives of commitment in a complex world*
Reflection exercises due
Small-group meetings before next class session

9 Mentors and Models
Reflection exercises due
Paper 2 due
Brief annotated bibliography, chosen by the student
Small-group meetings before next class session

PART THREE: THE ART OF EXERCISING LEADERSHIP

10 Mobilizing Group Resources for Adaptive Change
Reflection exercises due
Readings:
Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, MA: Belknap Press.
Small-group meetings before next class session

11 *Leadership without easy answers*
Reflection exercises due
Small-group meetings before next class session

12 *Leadership without easy answers*
Reflection exercises due
Handout: Palmer, P., Leading from within.
Small-group meetings before next class session

13 Peer Reflections
Reflection exercises due
Paper #3 due

14 Group Project

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Leadership and Quality in the Arts

Educational Level: Undergraduate
Department: Public Policy Studies
Format: For-credit
Stand Alone

INTRODUCTION

This semester in New York City, sponsored by the Hart Leadership Program in PPS, offers 15 Duke students a chance for intensive study of leadership, policy, philanthropy, and creativity. The program is designed for people headed for careers in business, law, public service, research, or education, rather than those planning full-time work as artists. We are looking for people who are curious about the arts and who want to know why many people care so much (and many others care so little) about artistic experience.

Every organization in modern life faces problems of motivation and morale, of common visions and shared purposes, of effective communication and the efficient use of resources. Many organizations are also striving for excellence, and some are explicitly concerned with questions about the quality of life for men and women who are part of them. Artists and arts organizations have much to teach us about the fundamental questions of leadership.

Questions of policy and the arts represent a very small portion of governmental budgets, but there have been surprisingly large controversies about arts subsidies. We will spend some time trying to make sense of why these fierce arguments have happened, and what they mean about the role of the arts in American life. We will look as well at the role of private and foundation giving in the arts, asking questions about the purposes of donors and their effects on the arts.

Our plan of study involves some substantial reading and a great deal of active looking and listening. Students can expect to see as many as 16 operas, most of them at the Met, a substantial number of plays and musicals, and several concerts and dance performances. Course assignments will include visits to museums and galleries and talks with working artists. Choreographers, actors, directors and producers, supporters of the arts in business, government, and the foundations will join the weekly seminars for discussions.

TEXTS

The following texts are significant contributions to the field of leadership studies. You will be asked to sign up with other students to work on one of them during the course of the semester. Your group will be responsible for studying the reviews and other responses to the book you have chosen. Your group will also be responsible for preparing excerpts from the book and from responses to the book to be read by the class in preparation for discussion during the last four weeks of the course.

Overviews

Burns, J. M. (1978). *Leadership.* New York: HarperCollins.

Gardner, H. (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books.

Heifetz, R. A. (1994) *Leadership without easy answers.* Cambridge, MA: Belknap Press.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Currency/Doubleday.

Creation and Creativity

Gardner, H. (1993). *Creating minds: An anatomy of creativity seen through the lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi.* New York: Basic Books.

Creating an Arts Institution

Epstein, H. (1994). *Joe Papp: An American life.* New York: Little Brown & Company (the beginnings of the New York Shakespeare festival).

Artists as Leaders

Bartow, A. (1988). Interview with Robert Falls. *The director's voice: Twenty-one interviews.* New York: Theatre Communications Group.

Jamison, J., & Kaplan, H. (1994). *Dancing spirit: An autobiography.* Two Harbors, MN: Anchor Books.

Conducting, Learning, and Teaching

Burton, H. (1995). *Leonard Bernstein.* Two Harbors, MN: Anchor Books.

Ledbetter, S., Ed. (1989). Leonard Bernstein, The principle of hope; Michael Tilson Thomas, Learning from Lenny; John Mauceri: Preparing for the pit. *Sennets and tuckets: A Bernstein celebration.* Lincoln, MA: David R. Godine, pp. 79-103.

Thomas, M. T., & Seckerson, E. (1995). *Michael Tilson Thomas: Viva voce.* Winchester, MA: Faber & Faber.

Art, Freedom, and Leadership

Vaclav, H., & Hvizdala, K. (1991). *Disturbing the peace: A conversation with Karel Hvizdala.* New York: Vintage Books.

REQUIREMENTS AND EVALUATION

Short Papers—45%
Assigned every other week.

Semester Project—10%
Ordinarily a brief introduction and a collection of readings in relation to some organization or leadership issue we are studying.

Class Participation—35%

Take-Home Final—10%

OUTLINE

Week	Topic
1	*Old Wicked Songs* (Promenade Theater). This is a play about teaching, music, Vienna, and 20th-century history, written by Jon Marans, Duke '79. Discussion afterwards with author and cast.

La Traviata, by Guiseppe Verdi (Metropolitan Opera)
Two Gentlemen of Verona, by Shakespeare (New Victory Theater). Produced by the theater for a new audience in association with the International Shakespeare Globe Center.
Readings:
The Dichterliebe, poems by Heinrich Heine
The libretto of *La Traviata*
Weaver, W., & Chusid, M., Eds. (1988). The naiveté of Verdi, Isaiah Berlin; Verdi and the Risorgimento, George Martin. *The Verdi companion*. New York: W. W. Norton & Co.

2 *Le Nozze di Figaro* by Mozart (Metropolitan Opera)
I Puritani by Bellini (Metropolitan Opera)
Master Class by Terrence McNally. This play is about the great diva, Maria Callas, teaching (and terrorizing) some excellent young singers during the last years of her life.
Discussion with Jack Thomas, director of Group Sales and Marketing, the Schubert Organization.
Readings:
Till, N. (1996). *Mozart and the enlightenment: Truth, virtue, and beauty in Mozart's operas.* New York: W. W. Norton & Co., pp. 140-196.

3 *Cavalleria Rusticana* by Mascagni
Pagliacci by Leoncavallo
Readings:
Libretti of *Cavalleria Rusticana* and *Pagliacci*
Kay, R. (1994). The artistry of leadership: An exploration of the leadership process in voluntary not-for-profit organizations. *Nonprofit Management and Leadership, 4*(3), 285-300.

4 *Hamlet*, by Shakespeare (film version by Kenneth Branaugh)
Readings:
Various essays on Shakespeare and the play

5 *Stanley* by Pam Gems. A play about the British artist, Stanley Spencer.
Discussion after the play.
The King and I, musical by Rogers and Hammerstein
Discussion after the play.
Readings:
Schema, S. Stanley. *The New Yorker*.
Mandeles, L. L. (1993). Americanizing the American symphony orchestra. *A task-force report*.

6 *The Steward of Christendom*, a play by Sebastian Barry, starring Donal McCann
Reading:
Text of *The Steward of Christendom*

7 *Agon* by Stravinsky, and *La Source* by Delibes. New York City Ballet.
Seminar with Susan Tifft and Alex Jones, professors of Public Policy Studies at Duke, and with Sally Silvers, dancer and choreographer.
Brandenburgs, Eventide, Funny Papers. Paul Taylor Dance Company.
Discussion afterwards with dancer Patrick Corbin.
Reading:
Taper, B. (1987). *Balanchine: A biography*. Berkeley: University of California Press, ch. 1.

8 Production symposium: Philip Langridge and Dwayne Croft, singers, and Steuart Bedford, conductor, discussing the production of *Billy Budd* by Benjamin Britten.
Antony and Cleopatra by Shakespeare. Starring Vanessa Redgrave, The Public Theater.
Billy Budd by Benjamin Britten.
Offenbach Overtures, Airs, Prime Numbers. Paul Taylor Dance Company.
Readings:
Libretto for *Billy Budd*; text of *Antony and Cleopatra*.

9 Production symposium: Robert Carsen, director, and Michael Levine, lighting designer, of *Eugene Onegin*.
Seminar with Ted Rogers, American Independent Partners (former CEO of NL Industries); board chair of Theatre for a New Audience and former board chair of the New York City Ballet.
Eugene Onegin by Tchaikovsky.
Reading:
Libretto for *Eugene Onegin*.

10 Rehearsal of Doug Varone and Dancers, followed by a seminar with the choreographer and members of the company.
Carmen by Bizet (Metropolitan Opera)
Reading:
Libretto for *Carmen*.

11 *Aida* by Guiseppe Verdi (Metropolitan Opera)
Seminar on museum policy and the leadership of Thomas Krens with Matthew Drutt, curator, the Guggenheim Museum.
Concert by the Orpheus Chamber Orchestra in Montclair, NJ.
Discussion with orchestra manager after the concert.
Readings:
Libretto for *Aida*.

Materials on Krens and the Guggenheim.
Traub, J. Passing the baton: What CEOs could learn from the Orpheus Chamber Orchestra. The *New Yorker*, 8/26 and 9/2, pp. 100-105.
Other articles and reviews of the orchestra.

12 *Les Miserables*, musical by Alain Boublil and Claude-Michel Schonberg

13 *Faust* by Charles Gounod (Metropolitan Opera)
Reading:
Libretto for *Faust*.

14 *Candide*, musical (or opera) by Leonard Bernstein
Lecture by Carolyn Abate, of Princeton University, on Wagner's Ring.
Das Rheingold, by Richard Wagner (Metropolitan Opera)
Readings:
Libretto for *Das Rheingold*
Holman, J. K. (1997). *Wagner's ring: A listener's companion and concordance*. Long Beach, CA: Amadeus Press, pp. 179-184.
Jaretzki, P. (1949). Wotan abdicates. *Opera News, 1*(24), 24-27.
Sutcliffe, J., & Smith, P. (1975). The ring. Wotan's tragic stature. *Opera News*, pp. 54-56.
Lee, M. O. (1994). *Wagner's ring: Turning the sky round*. New York: Limelight Editions.
Tanner, M. (1996). *Wagner*. Princeton, NJ: Princeton University Press, pp. 95-183.

15 *Die Walkure* by Richard Wagner (Metropolitan Opera)
Siegfried by Richard Wagner (Metropolitan Opera)
A Ring Cycle panel: Graham Clark and Deborah Voigt, singers; Sarah Billinghurst, assistant manager of the Metropolitan Opera.
Gotterdammerung by Richard Wagner (Metropolitan Opera)
Readings:
Libretti of *Die Walkure, Siegfried, Gotterdammerung*.

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Leadership, Policy, and Change

Educational Level: Undergraduate
Department: Public Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This course is about groups and individuals as they are involved in conflict and disagreement about significant change. The course is designed to help you think more clearly about the strategic and moral dimensions of leadership and to help you develop your own capacities to lead more effectively and more ethically. Leadership is a term that means many things to many people. The concept of leadership on which this course is built tries to take into account some of the ways in which the word is used, and at the same time reflects the thinking of a fair number of scholars and teachers concerned with the subject.

The focus of this course on individual leaders and particular acts of leadership is complemented by close attention to the groups within which individuals interact. We will be asking how groups, organizations, movements, and institutions promote and constrain acts of leadership. The emerging national movement for leadership studies exists partly because of widespread dissatisfaction with the actions of political and corporate leaders. This course owes much to that movement's reformist hopes for wiser and more ethical leadership. Thus, it devotes particular attention to leaders who are both reflective and knowledgeable, and to others made less effective by ignorance or overconfidence or arrogance.

The course is interdisciplinary, drawing on materials ordinarily studied more in the humanities than in the social sciences. The core of the syllabus is a series of narratives—biographies, plays, short stories, and films. To these stories are posed questions drawn from the fields of history, political theory, psychology, and literary criticism. Similar questions will be pósed to you about your own experiences in class, in your group projects, and elsewhere. Issues of fairness, morale, ethnic and gender differences, authority, strategy, and effectiveness will often be analyzed when they emerge in the operation of the class.

OBJECTIVES

This course seeks to help students find and fashion insights about leadership, about ways in which strategies can be fashioned and change accomplished in groups. Though it offers some knowledge about recent problems in public leadership and some help in the development of leadership skills, the principal focus throughout is on insight. The stories and the work on classroom dynamics encourage students to discover their own perceptual biases and to see ways in which knowledge might support or undermine their normative judgments. The small-group discussions ask for personal involvement. Class sessions sometimes struggle as hard for understanding about what is happening in the classroom as they do for clues about the meaning and value of the stories we read. Self-knowledge and what we come to understand about others are intimately connected. Learning about others is insight only if it attends to what that knowledge means for ourselves. To put it another way, our learning is only ours if we have some sense of what it means for us and to us.

Insights about individuals

- Leadership capacities
- Aptitudes as constituents or supporters
- The problem of discipline
- Problems with power
- Other personal obstacles
- Styles of learning
- Openness to change
- Hopes and expectations
- Ethics

Insights about groups and organizations

Students participate in groups all the time, but often without understanding much about dynamics, about how groups affect the judgments of people participating in them, and about how work is and is not accomplished in groups. Students seem more ready for questions about individuals than those about groups, whether in their own experiences or in the plays or films or fragments of history we study. Teaching about group dynamics is often more effective when it arises directly out of the group itself. In class, problems of motivation or authority arise naturally and often. A range of other topics are likely to come up now and then, though the chronology by which they arise is unpredictable. Here is a typology of some of the insights about groups that students have found and fashioned in recent semesters:

- Conflict and the fear of conflict
- Authority
- Differences
- Morale and the issues of morality
- Groupthink
- Loyalty
- Political theory

TEXTS

Branch, T. (1989). *Parting the waters: America in the King years, 1954-63.* New York: Touchstone Books.

Canin, E. (1994). *The palace thief.* New York: G. K. Hall & Co.

Cisneros, S. (1992). *Woman hollering creek and other stories.* New York: Vintage Books.

Greene, D., & Lattimore, R., Eds. (1992). Sophocles, Antigone. *The complete Greek tragedies: Sophocles I.* Chicago: University of Chicago Press.

O'Brien, T. (1991). *The things they carried.* New York: Penguin.

REQUIREMENTS AND EVALUATION

Discussion Sections

Required discussion sections will meet each week. You will be expected to evaluate the contribution of each member of your section to your own learning, and these evaluations, along with comments from the discussion leaders, will make up part of your class participation grade.

Weekly Exams and Quizzes—60%

There will be some kind of exam at the beginning of class once each week. Ordinarily, this will be 15-minute essay on one of the study questions assigned for that week, but on occasion, short-answer quizzes or reflection papers will be substituted without advance warning. A thorough reading of the material will be necessary, and insightful writing is expected. Once during the semester, you may without penalty substitute a reflection paper for a weekly exam or quiz. These papers, on subjects assigned by the instructor, should be at least four pages and are due eight days after the date of the missed exam.

Class Participation and E-Mail—15%

You are expected to speak up in class and in discussion groups. Should shyness or the brevity of class periods make speaking difficult, e-mail messages on class sessions or on the readings are welcome. You may also be able to organize or join small-group discussions with the instructor. You are obliged to check your e-mail for messages about the course at least each Monday, Wednesday, and Friday. You are encouraged to direct thoughtfully framed queries and comments to the instructor whenever you like, so long as these are carefully and succinctly written.

Course Projects—15%

You are responsible for participating actively with the members of your discussion group and with the instructor in preparing two separate weeks of the class. This work will start in the second week of the class, and it will involve you in a wide range of tasks—writing new study questions, doing background research on the readings, planning the discussion, and evaluating the effectiveness of the class sessions. This project is designed with several aims in mind: 1) to help maintain a continued focus in the course on group dynamics; 2) to focus attention on questions of evaluation, and how evaluative process can further or hinder effective group problem solving and leadership; 3) to find ways of getting the most out of each class session; and 4) to help you see more clearly some of your own strengths and weaknesses in accomplishing intellectual and practical problems.

Take-Home Final—10%

For the take-home final, you will be asked to reflect on aspects of the course in a paper of not more than five pages.

Class Evaluation

You will be asked to spend five or ten minutes each week evaluating the class for that week. Questions will probably be sent and returned by e-mail.

OUTLINE

Session	Topic
1	An Introduction Read: Greene, G. (1993). The destructors. *Collected short stories*. New York: Viking Press, pp. 9-22. Payne, B. (7/96 revised). "Leadership, policy, and change." A description of the course.
2-3	Responsibilities Read: O'Brien, T. (1991). The things they carried. *The things they carried*, pp. 1-25. O'Connor, F. (1996). The lame shall enter first. *The complete stories of Flannery O'Connor*. Newport Beach, CA: Noonday Press.
4-5	Moral Seriousness Joint memo from each project group describing preliminary plans is due. Read: Canin, E. (1994). The palace thief. *The palace thief*, pp. 155-205. II Samuel, ch. 11-19, v.8. (David and Bathsheba; Nathan; the rape of Tamar; the rebellion of Absolom; the restoration of David.)
6-7	Contexts: History, Class, Education, and Values Read: Branch, T. *Parting the waters: America in the King years, 1954-63*, preface and ch. 1-3, pp. xi-xii, 1-104.
8-9	Montgomery: Strategies of Transformation Read: Branch, ch. 4-9, pp. 105-378
10-11	National and Local: Risks and Opportunities Read: Branch, ch. 10-17, pp. 379-672
12-13	Making Sense of Change: Race and Politics Read: Branch, ch. 18-23, pp. 672-922
14-16	Order, Law, Custom; Power and Opposition Read: Sophocles. Antigone. *The complete Greek tragedies: Sophocles I*; Essays on Antigone
17-18	Teaching and Leadership Films: *Stand and Deliver, Dead Poets Society*
19-20	Conflict and Community Film: *Matewan* Read: Sayles, J. (1987). *Thinking in pictures: The making of the movie Matewan*. Boston: Houghton Mifflin, pp. 9-34.
21-22	Individuals and Groups Read: Kingsolver, B. (1991). Why I am a danger to the public. *Homeland and other stories*. New York: HarperCollins, pp. 226-244. Collins, L., & LaPierre, D. (1983). *Freedom at midnight*. New York: Avon, pp. 255-360.
23-25	Acting from Where You Are Film about Harvey Milk Read: Cisneros, S. Woman hollering creek. *Woman hollering creek*, pp. 43-56. Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books, selections. Newman, L. (1988). A letter to Harvey Milk. *A letter to Harvey Milk: Short stories*. Ithaca, NY: Firebrand, pp. 32-47.
26-27	Friendship and Attention Final group project memo is due. Individual paper on what you learned about working with the group is due. Evaluations of project-group members is due. Read: Hoff-Wilson & Lightman, M., Eds. (1984). Swain, M. ER and Helen Woodward. *Without precedent: The life and career of Eleanor*

Roosevelt. Bloomington, IN: Indiana University Press, pp. 135-151.
Twain, M. (1994). Two little tales. *The complete short stories of Mark Twain.* Mattituck, NY: Amereon, pp. 402-411.

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Leadership Development

Educational Level: Undergraduate
Department: Public Policy Studies
Format: For-credit
Stand Alone

DESCRIPTION

This course explores the many facets of leadership. It focuses on the processes by which people (leaders and followers) affect change in a variety of situations. While the field of leadership is relatively new, a vast amount of literature on the subject has been published. The challenge is to evaluate and apply it in a meaningful manner. We know that leadership is real and, while a combination of science and art, the subject offers rich study and learning opportunities.

As most students will participate in the new, leadership-oriented world in professional and volunteer capacities, emphasis will be on developing relevant insights, knowledge, and thought processes. Students in Leadership Development will participate in a variety of activities, including research, class discussions, community leadership projects, and personal reflection. The nature of the subject matter requires that everyone contribute to the success of this course. Even though this is not a seminar, Leadership Development is not a course to be "taught." Class leadership and the development of a class community are essential to a meaningful learning experience.

OBJECTIVES

- Increase the cognitive understanding of basic leadership theories and models; the ability to evaluate their credibility and relevance; and also to apply them to specific situations.
- Personalize the leadership theories and models. Begin to identify personal values, traits, and goals, and define a personal leadership style. Write a personal leadership map.
- Improve practical knowledge and skills important to personal effectiveness in working with people in leadership processes:
  - Enhance diagnostic and planning skills.
  - Understand and practice personal versatility; adapt to the needs of others and the requirements of the situation without fundamentally compromising natural personal leadership styles.
  - Communicate effectively.
- Learn about a specific public-policy leadership issue through the leadership project and other course activities.

TEXTS

Covey, S. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon and Schuster.
DePree, M. (1989). *Leadership is an art.* New York: Dell Trade.
Meyers, I. B. (1993). *Introduction to type.* Palo Alto, CA: Consulting Psychologists Press.
O'Toole, J. (1993). *The executive's compass.* New York: Oxford University Press.

REQUIREMENTS

Leadership Project
Students will participate in a semester-long community-based leadership project with the following objectives:
- Achieve a meaningful result for the client.
- Experience leadership challenges and interpersonal dynamics under real-life conditions.
- Possibly, learn about the leadership dimension of a specific public-policy issue.

It is expected that the community project will require an average of two hours per week per student.

Major Papers (3)
- A personal leadership map including statements of mission, values, philosophy, attributes, and goals (10-25 pages).
- Team and individual papers that describe and evaluate the leadership project.
- An individual paper regarding a specific leadership issue (5-10 pages).

Quizzes and Reflection Papers
One quiz on leadership theory is planned and additional short unannounced quizzes are possible. One- or two-page

reflection papers on the class topic will be assigned frequently. Most reflection papers will be checked as "satisfactory" or "needs another draft"; others will be graded.

Class Preparation

Given the breadth of the subject matter covered in the course, class discussions will necessarily focus on basic principles and will assume knowledge of the assigned reading material.

Class Contribution

Meaningful participation in class discussions is essential to an effective learning experience for all. The class-contribution grade will reflect on the quality (not quantity) of contributions to class discussions and also attendance. We will explore ways to complement class discussions with additional activities (e-mail, discussion groups, etc.).

Outdoor Experience

We will schedule an outdoor ropes course experience for the class. Participation will be voluntary.

OUTLINE

Session	**Topic**
1	Introduction and Course Overview
2	Leadership: A Sneak Preview Assignment: • Student questionnaire • Case: (1993). Where is he? *Harvard Business School Publishing*, 9-394-054. • Gragg (1940). Because wisdom can't be told. *Harvard Business Review*, 451-005. • Kotter, J. (1990). What leaders really do. *Harvard Business Review*, 90309. • Kelly. In praise of followers. *Harvard Business Review*, 88606.
3	Leadership: Ethics, Trust, and Cooperation Assignment: • Case: (1989). The parable of the sadhu. *Harvard Business School Publishing*, 5-390-057. • Maccoby (1976, December). The corporate climber has to find his heart. *Fortune Magazine*. • (1996, June 24). Does character count? *U.S. News and World Report*.
4	Personal Mission and Goals Assignment: • Reflection paper: "Take aways" from the prior two classes • Case: Alex Dean. *Harvard Business School Publishing*, 9-489-039. • (1995). Managing your career. *Harvard Business School Publishing*, 9-494-082.
5	Values Assignment: • Reflection paper: Your personal mission statement and goals • O'Toole, pp. 3-150
6	Movie: *Twelve O'Clock High* Assignment: • Reflection paper: Your values • Leadership project definition and mission (first draft)
7	Personal Styles, Traits, and Attributes Assignment: • Reflection paper: On *Twelve O'Clock High* • MBTI® self-scoring instrument completed • Meyers, pp. 1-30 • Kroeger, O., & Thuesen, J. M. (1993). The abc's of type. *Type talk at work: How the 16 personality types determine your success on the job*. New York: Delacorte Press.
8	Personal Philosophy: Human Nature and Democratic Capitalism Assignment: • Reflection paper: Personal styles, traits, and attributes • Warsh. How selfish are people—really? *Harvard Business Review*, 89314. • Herzberg (1987, Sept./Oct.). One more time: How do you motivate employees? *Harvard Business Review*. • Friedman (1970, Sept.). The social responsibility of business is to increase its profits. *New York Times Magazine*.
9	Judgment and Decision Making Assignment: • Reflection paper: Personal philosophy • Leadership project mission (final) and preliminary work plan • To be announced
10	Summary: Personal Effectiveness Assignment: • Reflection paper: Judgment and decision making • Leadership project definition and mission • Case: (1991, March). Jonah Creighton (A, B). *Harvard Business School Publishing*, 9-490-090. • Covey, *Seven habits*, pp. 1-340

INTERPERSONAL EFFECTIVENESS

11 Motivation
Assignment:
- Reflection paper: Covey's seven habits and you
- Leadership project definition and mission
- Case: (1989). Taking charge: Rose Washington and Spofford Juvenile Detention Center. *Kennedy School of Government*, C15-89-875.0.
- McCelland and Burnham (1995, Jan./Feb.). Power is the great motivator. *Harvard Business Review*, 95108.

12 Power and Influence
Assignment: To be announced

13 Teams and Group Dynamics
Assignment:
- Personal leadership map
- Case: (1995). David Fletcher. *Harvard Business School Publishing*, 9-493-064
- Katzenbach and Smith. The discipline of teams. *Harvard Business Review*, 93207.

14 Communications
Assignment: To be announced

15 Negotiation and Conflict Resolution
Assignment:
- Leadership project work plan (final) and status report
- Case: Lisa Benton. *Harvard Business School Publishing*, 9-494-114.
- Fisher, R., Ury, W., & Patton, B., Eds. (1992). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin.
- Managing your boss. *Harvard Business Review*, 93306.

16 Diversity
Assignment: To be announced

ORGANIZATIONAL EFFECTIVENESS

17 Mission and Culture
Assignment:
- Case: To be announced
- Drucker (1989, July/Aug.). What business can learn from nonprofits. *Harvard Business Review*, 89404.

18 Strategic Management
Assignment: To be announced

19 Change Management, Reengineering, and Total Quality Management
Assignment:
- Case: (1990, Nov.). John Smithers: Change agent. *Harvard Business School Publishing*, 9-491-035.
- Kotter (1995, March/April). Leading change: Why transformation efforts fail. *Harvard Business Review*, 95204.

20 Leadership in Various Contexts
Assignment: To be announced

LEADERSHIP STUDIES

21 Leadership Definition, Theories, and Research
Assignment:
- Individual paper
- Yukl (1989). Managerial leadership: A review of theory and research. *Journal of Management, 15*(2), 251-289.

22 Trait and Behavior Theories (Leaders)
Assignment: To be announced

23 Contingency Theories
Assignment:
- Hersey, P. (1988). Situational leadership: A summary. *Leadership Studies, Inc.*

24 Transformational Theories and Charisma
Assignment: To be announced

25 Principle-centered, value-driven, and servant-leadership theories
Assignment:
- DePree. *The art of leadership*, pp. 1-148.

THE FINAL CHAPTER

26 Democracy, Citizenship, and Leadership
Assignment:
- Heifetz & Laurie (1997, Jan./Feb.). The work of leadership. *Harvard Business Review*, 97106.

27 Leadership Project Debriefings
Assignment: Work on the leadership projects

28 Final Class
Assignment: Leadership project papers

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Duquesne University

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Leadership and Organizational Culture

Educational Level: Undergraduate
Department: Continuing Education
Format: For-credit
Part of: Saturday College

INTRODUCTION

To better understand organizations and how they function, it is useful to analyze the culture of an organization. This selected topic in leadership will focus on organizational culture as defined by ideas that are shared by individuals as evidenced by behaviors, norms, values, language, implicit rules for "getting along," and symbols of what is important to the organization. This course will relate the concept of organizational culture to the importance of organizational leadership. Leaders help to create and develop the organization's culture. These ideas will be used to help clarify how an organization's culture is shaped, how it passed on through various subgroups, and how the culture might be changed. In addition, we will explore how a culture, once established, shapes the selection of future leaders.

OBJECTIVES

- Understand and discuss the meaning of organizational culture as defined and explicated by Edgar Schein.
- Understand how to study and interpret culture by selecting, deciphering, and interpreting an organization's culture.
- Understand and explain how leaders often create their organization's culture.
- Understand the complex dynamics of culture change in an organization.
- Be conversant with the use of FirstClass software for online course dialogue.

FORMAT

This course will be taught "online," using a software program known as FirstClass that enables faculty and students to dialogue and carry out collaborative work outside of the traditional classroom setting. However, students will meet on three occasions to discuss issues, concerns, advantages, and disadvantages of this format.

TEXTS

Schein, E. (1992). *Organizational culture and leadership.* San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Virtual Class Participation—40%
This includes attending the three feedback sessions; participating in online discussions; and keeping a journal of feedback.

- **Online Discussions** (30%): Will take place on a weekly basis; the instructor will pose questions for students to respond to on FirstClass in the Conference labeled CELDR-000. These questions will be based on the previous week's readings. You should log onto FirstClass and respond to these discussion questions at least twice each week. Each response should be 200 words or longer. Respond not only to the instructor's question(s), but also to other class participants. The instructor will also actively participate in the online discussions.
- **Journal of Feedback** (10%): A loose-leaf notebook in which you note any problems, concerns, questions, or comments you have about the course as it develops. Your topics should include hardware, software, course content, methods of grading, ease of communication with the instructor and teaching assistant, feelings about "remote learning," and any other topic that arises for you. A key final component of this journal of feedback should be a summary of a subconference called For Students Only. This subconference area is designed as a private place (i.e., inaccessible to your instructor or teaching assistant) for students to communicate with one another. Please use this space as a place to relax, share concerns or important information, or to ask questions of one another. At the end of your journal, please include a summary concerning how this "virtual café" was used and for what categories of reasons.

Three Papers—60% (20% each)
Guidelines and topics for the papers will be posted on FirstClass two weeks before they are due. The papers can be faxed, e-mailed, attached to the FirstClass software, snail-mailed, or hand-delivered.

OUTLINE

Week	Session
Pre-course week	Log into your dug3 account to answer a short questionnaire Establish PPP connection and get into FirstClass to practice Send the instructor an e-mail on dug2 account at least three times to test Read ch. 1-4
1	Respond to online questions a minimum of twice a week Make at least one posting to For Students Only subconference Add to journal of feedback Read pp. 70-122
2	Respond to online questions a minimum of twice a week Make at least one posting to For Students Only subconference Learn to use Private Chat function and arrange a private chat with one of your classmates or the instructor. Write about this experience in journal of feedback. Read: pp. 123-207; Instructions for paper 1
3	Respond to online questions a minimum of twice a week Develop a resume page for FirstClass Add to journal of feedback Read pp. 209-253; Instructions for paper 2
4	Respond to online questions a minimum of twice a week Paper 2 due at end of week Add to journal of feedback Read pp. 254-294
5	Respond to online questions a minimum of twice a week Add to journal of feedback Read pp. 295-333; Instructions for paper 3
6	Respond to online questions a minimum of twice a week Add to journal of feedback Read pp. 334-392
7	Respond to online questions a minimum of twice a week Journal of feedback due by end of week Paper 3 due by end of week

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Eastern Mennonite University

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Leadership

Educational Level: Undergraduate
Department: Business
Format: For-credit
Stand Alone

DESCRIPTION

This two-credit course has been created to give you the opportunity to study the concept of leadership and to serve as leaders in both the university and community. Readings will examine leadership from both a Christian and contemporary-issues perspective. You will be involved in experimenting with leadership through community service and a team project. You will learn more about your leadership style and explore your specific areas of interest in leadership.

OBJECTIVES

- To understand the importance of spiritual leadership within a Christian context.
- To study many of the biblical qualities of leadership.
- To become aware of the challenges and costs of leadership.
- To examine some of the various ways of defining and understanding leadership.
- To study the concept of followership and how it impacts leadership.
- To value the diverse methods of effective leadership.
- To look into the future of leadership in the 21st century.
- To develop an understanding of servant leadership and utilize community service as an introduction to civic responsibility and leadership.
- To experiment with creating a vision and setting goals through the process of developing a mission statement in life.
- To increase self-awareness regarding leadership gifts, personality style, and personal values.

- To study one person's path to leadership and his or her style and/or principles of leadership.
- To practice leadership skills and group process by working to change a local concern or problem.
- To select and study a leadership issue of personal interest and incorporate research and opinion into an essay on the importance of this topic.
- To interact with university and community leaders for instruction, modeling, mentoring, and effective working relationships.
- To enhance interaction among students with leadership potential for mutual stimulation, networking, and accountability.

TEXTS

Sanders, J. O. (1994). *Spiritual leadership* (2nd ed.). Chicago: Moody Press.

Rosenbach, W. E., & Taylor, R. L., Eds. (1993). *Contemporary issues in leadership*. Boulder, CO: Westview Press.

You will also need to purchase the Style Profile inventory for use in discerning your leadership style.

REQUIREMENTS AND EVALUATION

Community Service Journal—20%

Each student will offer a minimum of ten hours throughout the semester to a service organization in the community. This service should begin no later than two weeks after the first class meeting. Students must keep a log of their community service that includes activities, accomplishments, and reactions for each week. This log will be checked once during the semester. A statement from the student's site supervisor must accompany the final report verifying the completion of the service requirement.

Site Selection and Expectations:

- Students should spend plenty of time investigating service sites to make sure they find one that will be personally meaningful, challenging, and satisfying. Having a "good fit" is vital to a rewarding long-term community service commitment. They should make sure that they talk with the service site supervisor to confirm that they have mutual expectations.
- Opportunities available for service are available at EMU's website at the address: http://www.emu.edu/units/stu_life/volnbook.htm.
- The majority of students' community service must be direct interaction with the community being served rather than passively observing or doing paperwork.
- Students should view this as a learning experience and take the time to learn about the community, the issues, and themselves. Students are encouraged to do additional readings or some service outside the class to learn how the issues manifest themselves differently in other communities. Students will be challenged to apply what the class is discussing with what is occurring at their service site and vice versa.

Journal: Students will be required to keep a journal of their community service, which will include their thoughts and reactions to the experience. This journal should be used as a learning tool to assist them with synthesizing the issues of leadership, community service, civic responsibility, and diversity. It could also be helpful to analyze how the service applies to their major, career goals, and worldview. Some of the questions they should consider asking themselves in their journal include:

- What did I learn from this experience?
- What are my thoughts and feelings regarding this service?
- What can I do to change the struggles that are occurring in regard to these issues?

Journals will be checked on one date during the semester and should be at least a half page for each hour in service. Journals should be readable and organized in a presentable manner.

Community Service Presentation: Your journals and your service log with your supervisor's signature will be due at the end of class. Your presentation should include answers to the three questions listed above. You are encouraged to read from your journal if there are parts of it that communicate your experience well. You are also encouraged to bring anything (objects, writing, pictures) that could serve as a symbol or represent one thing you learned from your service.

Reading Quizzes—15%

Reading quizzes will consist of three to six questions that are based on the readings. Students are to write a thoughtful response to each question and be prepared to discuss their responses in class.

Team Leadership Project and Summary—15%

The Team Leadership Project is designed to provide students with an opportunity to practice leadership skills and to add value to the university and/or community environment. Class members will form teams of three or four members to plan, implement, and evaluate a leadership project. The project should involve selecting an issue that team members care about and want to change, planning how to go about providing leadership for this change, carrying out plans designed to impact change, and evaluating the effectiveness of the experience. Teams will be asked to submit one Team Leadership Report of 7-11 pages. Teams will also present a brief summary of their projects to the class. Each member of the group will be expected to give a written evaluation of each other member in addition to the instructor's evaluation of the presentation and written report.

Class Discussion and Attendance—10%
One of the most important aspects of the class is discussion. Due to the large amount of personal investment in leadership and service, the classroom should offer a supportive, developmental environment for everyone.

Analysis of Leadership Style and/or Gifts Paper (4-5 pages)—10%
One of the objectives of this course is to learn more about your leadership style and to develop skills that will improve your leadership style. This will be accomplished by researching yourself in a leadership-style assessment called the Style Profile. You will be responsible for analyzing the results of your style using the assessment information provided and the discussion in class surrounding leadership styles. You may also critique the instrument itself and suggest your own model by which leadership could be assessed.

Interview with a Leader Paper (4-5 pages)—10%
Choose a leader in any leadership position to interview. In the paper, write about what factors or characteristics distinguish this person as a leader. Try to learn as much about this person's leadership style as possible. A successful interview should also involve asking the leader about some of your interests in leadership. The paper should include your thoughts and opinions on what the leader says.

Personal Interest Leadership Topic Paper (4-5 pages)—10%
Students will select a topic of leadership that interests them and find at least two references on the topic. Students will incorporate their references and their personal opinions into a paper that summarizes the importance of the topic to leadership. Suggested topics include the role of women in leadership, American ethnic or international cultures' philosophies of leadership, the effect of technology on leadership, and leadership in grassroots organizations.

Mission Statement—5%
Students will be asked to reflect on their values and vision to construct a statement that describes their guiding principles and goals in life.

Final Exam—5%

OUTLINE

Session	Topic
1	Introduction to Leadership Overview of course and assignments Class introductions—personal coat of arms
2	Spiritual Leadership Read Sanders, ch. 1-5, 10 Service site selected, contacted, and visited Personality types and team formation
3	Biblical Qualities of Leadership Read Sanders, ch. 6-9 Team leadership project preliminary proposal due
4	Biblical Qualities of Leadership, Part 2 Read Sanders, ch. 11-14, 16, 18 Guest speaker, EMU president
5	Challenges of Leadership Read Sanders, ch. 15, 17, 19-22 Service log/journal check
6	Leadership Style Read Rosenbach and Taylor, ch. 1-3 Discuss leadership style inventory
7	Women in Leadership Read Rosenbach and Taylor, ch. 13-16 Guest speaker, Augsberger lecturer Leadership style paper due
8	Diversity in Leadership and Followership Read Rosenbach and Taylor, ch. 7-12 Team leadership project update
9	Management versus Leadership Read Rosenbach and Taylor, ch. 3-6 Interview with a leader paper due
10	Principle-Centered Leadership Guest speakers, Young Life staff and Washington Redskins chaplain
11	The Future of Leadership Read Rosenbach and Taylor, ch. 17-21 Mission statement due
12	Balancing Leadership Roles Personal interest leadership topic paper due
13	Service Project Presentations Service log/journals due
14	Team Leadership Project Presentations Team leadership project summaries due
15	Wellness and Renewal Final evaluation due

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Kentucky Wesleyan College

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Profiles in Leadership

Educational Level: Undergraduate freshmen
Department: Freshmen Studies
Format: For-credit
Stand Alone

INTRODUCTION

This course is designed to help students make the transition from high school to a liberal arts college. By studying the lives of influential people, students will be exposed to the liberal arts, diverse cultures, and different types of leadership. Through active learning, students will sharpen their critical-thinking and communication skills.

TEXTS

Mersmann, H., & Boseman, M., Transl. (1980). *Letters of Wolfgang Amadeus Mozart*. New York: Dover.
Pilleggi, N. (1985). *Wise guy: Life in a Mafia family*. New York: Pocket Books.
Roosevelt, E. (1992). *Murder in the red room*. New York: Avon Books.
Articles for Susan B. Anthony and Michael Faraday in course packet.

REQUIREMENTS

Reading Responses (5 at 25 points)**—125 points**
On the first presentation day of each leader, all students will bring to class a one-page typed reading response. Reading responses will include reflections students have about the reading and may include questions the students have concerning the reading.

Essays (2 at 100 points)**—200 points**
Essays will be two to three typed pages on an assigned topic. Papers lacking in quality may be rewritten.

Exams (Semester exams: 2 at 125 points; Final exam: 150 points)**—400 points**
The tests will cover the assigned readings, lectures, and small-group discussions. The exam questions will include multiple-choice, short-answer definitions, geographic identification, and essays.

Leadership Day
This event takes place once a year. No classes are held on this day to give everyone the opportunity to participate in the Leadership Symposium. Profiles' students are expected to participate in four sessions offered on this day.

Journal—55 points

Outside Activities (6 at 20 points)**—120 points**
Each student is required to participate in six outside activities.

Participation/Attendance—100 points
Your participation in large and small groups is necessary for this course to be a meaningful experience. Students are expected to attend all class sessions.

OUTLINE

Session	Topic
1	Introduction to the Course
2	Leadership, Part I
3	Leadership, Part II
4	Discussion: Leadership Parts I and II
5	Eleanor Roosevelt, Part I Reading response 1 due
6	Discussion: Roosevelt, Part I
7	Eleanor Roosevelt, Part II
8	Discussion: Roosevelt, Part II
9	Test 1
10	Mozart, Part I
11	Discussion: Mozart, Part I Reading response 2 due
12	Mozart, Part I
13	Discussion: Mozart, Part I
14	Meyer Lansky, Part I Reading response 3 due
15	Discussion: Lansky, Part I Essay 1 due
16	Meyer Lansky, Part II
17	Discussion: Lansky, Part II
18	Test 2
19	Susan B. Anthony, Part I Reading response 4 due
20	Discussion: Anthony, Part I
21	Susan B. Anthony, Part II
22	Discussion: Anthony, Part II Essay 2 due
23	Leadership Day

24	Dr. Bill Cosby Video
25	Michael Faraday, Part I Reading response 5 due
26	Discussion: Faraday, Part I
27	Michael Faraday, Part II
28	Discussion: Faraday, Part II
29	To Be Announced
30	"It's Not About Leadership"
31	Discussion: "It's Not About Leadership"
32	Final Examination

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Leadership Through Literature

Educational Level: Undergraduate
Department: Business Administration
Format: For-credit
Stand Alone

INTRODUCTION

Throughout history, human beings have engaged in leadership as a matter of universal importance not restricted to age or place. Leadership continues to influence the lives of men, women, and children belonging to all sorts of organized groups and communities. Thus, the demand for quality leadership remains high. Organizations need and will continue to need individuals able to make a difference in those organizations' long-term development. This course examines a broad range of leadership and varied leadership styles within an instructing, enriching, and entertaining context.

DESCRIPTION

This course employs fictional media in conjunction with conventional texts in an interdisciplinary study of leadership. The method builds on an intellectual approach to leadership study. We will analyze selected works to locate leadership-related truths and symbols embedded in each work.

The course rests on these assumptions:

- Characters and situations in literature mirror actual persons, places, and things.
- The quality of selected works transcends time and place.
- Fictional writers deal with objective and subjective facts leading to thoughtful responses.
- The selected works present a kaleidoscopic view of humankind.
- Interacting with fiction provides a pleasurable activity, appealing to diverse audiences.
- Study of fictional circumstances frees us from biases placed on actual persons and actual events.
- Fictional media help participants see that the art and science of leadership extend and apply liberal thinking.

OBJECTIVES

- Identify and apply leadership concepts. Method: Final evaluation that conceptualizes material discovered in texts, readings, movies, and class discussions.
- Develop familiarity with relevant leadership issues and literature. Method: Written analysis and discussion of leadership profiles, styles, success, and failure.
- Increase skills in testing and communicating of ideas. Method: Through seminar contributions, class debates, and experiential exercises.
- Learn about oneself as a leader or future leader. Method: Self-assessment, seminar exercises, and assignments.

TEXTS

Bolman, L., & Deal, T. (1995). *Leading with soul: An uncommon journey of spirit.* San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (1987). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.

Specific readings assigned to each topic.

REQUIREMENTS AND EVALUATION

Leadership Portfolio
The portfolio is a personal summary of the seminar work completed by the participant.

Reflections: "Talk Backs"—200 points
From the first day of the course, begin writing down your reflections of discussions, readings, and assignments. Provide at least one entry for each seminar day. These reflections will constitute the first section of your portfolio.

Oral Presentation: Leader Profile/Style—50 points
Participants will prepare and deliver a five- to seven-minute informative presentation dealing with a leadership topic. The manner of presentation is entirely at the participant's discretion. Include an outline of your speech in your portfolio.

Journal: Leadership Vocabulary—100 points

Paper: Leadership Success versus Leadership Failure—100 points
Using leadership examples from readings, identify specific traits that contributed to one person's leadership success and another person's leadership failure. What have you learned from these two examples that enable you to become a better leader? (four to six pages)

Paper: Personal Leadership Profile/Style —100 points
Basing your analysis on leadership theories learned during our seminar, analyze your own leadership style and explore elements of various theories best suited to you; provide supporting examples (three to five pages).

Final Exam: Comprehensive, Take-Home—200 points
Each participant will complete an interactive conceptual examination. This exam challenges participants to respond to essay/application questions regarding the Bolman and Deal book, leadership theories, and the incorporation of other readings to support your responses.

Class Contributions—50 points

OUTLINE

Session	**Topic**
1	Theories of Leadership (ch. 1-2, Kouzes & Posner) A mystique has existed about leaders, as well as a fascination with explaining leadership. Where do leaders come from? Are they born under some lucky star? How are leaders defined? What characterizes good leaders? How do leaders persuade other people to want to follow them? Readings: Stephen Crane, *A man said to the universe* (poem); Herman Melville, *Bartleby the Scrivener* (novella); Edward Albee, *The American Dream* (drama). Film: *Renaissance Man*
2	Challenging the Process (ch. 3-4, Kouzes & Posner) Leaders are pioneers—people willing to step into the unknown. They willingly risk, innovate, experiment to find new and better ways of doing things. Leaders adopt innovation. Readings: Stevie Smith, *Not waving but drowning* (poem); Heywood Broun, *The Master Workman* (short story); Eugene O'Neill, *The Emperor Jones* (drama). Film: *Lean on Me*
3	Inspiring a Shared Vision (ch. 5-6, Kouzes & Posner) Leaders spend considerable effort gazing across the horizon of time, imagining the results when they arrive at their final destinations. Leaders live their lives backward. Leaders breathe life into hopes and dreams of others and enable them to see possibilities. Readings: Walter de la Mare, *The listeners* (poem); Graham Greene, *The Destructors* (short story); James Thurber, *The Secret Life of Walter Mitty* (short story); George Bernard Shaw, *Arms and the Man* (drama). Film: *Henry V*
4	Enabling Others to Act (ch. 7-8, Kouzes & Posner) Leaders do not achieve success by themselves. Leaders enlist the support of persons necessary for the project's success, persons able to live with the results. Leaders allow others to feel strong, capable, and committed. Readings: William Butler Yeats, *Among school children* (poem); Stephen Crane, *The Open Boat* (short story); Arthur Miller, *Death of a Salesman* (drama). Film: *Gung Ho*
5	Modeling the Way (ch. 9-10, Kouzes & Posner) First, leaders must clarify their own beliefs; then, their behaviors must be consistent with those beliefs. Leadership means demonstrating to others through your behavior that one lives one's values. Leaders persistently pursue visions, and they remain vigilant about little things that produce big results. Readings: George Herbert, *Virtue* (poem); Ernest Hemingway, *The Old Man and the Sea* (novel); Henrik Ibsen, *A Doll's House* (drama). Film: *The Paper*
6	Encouraging the Heart (ch. 11-12, Kouzes & Posner) Leaders must encourage the hearts of their followers to carry on even when exhausted, frustrated, and disenchanted. Leaders do not allow their followers to quit, to surrender. Leaders convince followers they can win. Leaders must love their products, their people, their customers, their work—this love may be the best-kept secret of exemplary leadership. Readings: Langston Hughes, *Dream deferred* (poem); Joseph Conrad, *Heart of Darkness* (novel); Lorraine Hansberry, *A Raisin in the Sun* (drama). Film: *Hero*

7	The Beginning of Leadership (ch. 13, Kouzes & Posner) Exceptional leaders continue to learn. The self-confidence required to lead comes from learning about ourselves. The best leaders take advantage of the broadest possible range of opportunities. Leaders develop best when they try, fail, and learn from their mistakes. Ultimately, leadership development is self-development and vice versa. Readings: Fyodor Dostoevsky, *The Dream of a Ridiculous Man* (short story); The Book of Jonah, Old Testament; Dylan Thomas, *Do not go gentle into that good night* (poem). Film: *City Slickers*

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Women in Leadership

Educational Level: Undergraduate
Department: Sociology and Psychology
Format: For-credit
Stand Alone

OBJECTIVES

- Students will analyze the special aspects of female leadership by investigating the skills, habits, and role of current women leaders through written materials, videos, and lectures.
- Specific leadership themes and issues such as stereotypes, ethics, vision, etc., will be explored in relation to gender differences.
- Guest leaders (female and male) from the corporate, political, government, and education professions will provide personal insight and examples of actual leadership situations for student discussion and reaction.
- Students will assess their own leadership skills and potential through self-evaluation instruments, exercises, and discussions.
- Sharing of leadership ideas, knowledge, experiences, and expertise will be encouraged in all activities.

TEXTS

Helgeson, S. (1990). *The female advantage: Women's ways of leadership.* New York: Bantam Books.

REQUIREMENTS AND EVALUATION

Attendance, class participation, oral presentations, tests, and written assignments will be used to earn a grade for the course. Written assignments will be graded on content and format, including effective and correct writing techniques.

Two Tests (100 points each)—200 points total
Multiple-choice, short-answer, and essay questions on any material presented in class or assigned.

Summary of Guest Lecturers/Leaders (5 points each)—30 points total
Two-page written summary of each presentation that includes your reaction or opinion of the concepts/information; maximum of five points for each paper; total of six papers can be submitted for credit.

Current Leader Study—20 points
Teams of three to four students will research background data, skills, and the leadership role of an accomplished current female leader. At least four sources will be used. Each team will share the information with the class in a ten-minute oral presentation that must include all members of the group. Students within each group will be awarded equal credit. The only written report required for the team is a one-page summary of the research findings in outline form and a bibliography.

Leader Interview Presentation and Paper (50 points each)—100 points total
Each student will work with a partner to contact and interview a local female leader to learn about the training, professional and personal experiences, and outside activities that have contributed to her leadership skills, style, and success. A summary of the information will be presented to the class in a professional oral presentation. One five- to seven-page typewritten report will also be submitted by the team.

OUTLINE

Session	Topic
1	Course Introduction; Review Syllabus and Assignments Discuss current female leadership role models Organize groups for current leader study
2	Personal Leadership Skill Assessment Read text, pp. 1-40
3	Guest Speaker: "Leadership Concepts" Guest leader

4	Manager versus Leader Concept Guest leader Evaluation instrument: "Attitudes Toward Women as Managers" Read text, pp. 41-103
5	Group Presentations—Reports on Current Leaders Read text, pp. 107-175
6	Legal Issues: Affirmative Action, Sexual Harassment; Practical Skills for Effective Leaders Guest leader
7	Test Guest leader Discuss leader interview and assign partners
8	Leadership Ethics Guest lecturer Read text, pp. 179-end
9	Female Stereotypes and Perceptions; Socialization; Vision and Risk Taking Video excerpt: "Leadership Skills for Women"
10	Female Influence in Modern Workplace and Politics Lecture
11	Mentoring; Empowerment Video excerpt from *Working Girl*
12	Development of Leadership Skills; Community Service Skill inventory exercise: "Leadership Skills Assessment"
13	Team Presentations Guest leader All written interview papers due
14	Summary of Female Leadership Concepts Team presentations—leader interviews Discuss similarities/differences of interviewed leaders
15	Final Exam

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Madison Area Technical College

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Strategies for 21st Century Leadership

Educational Level: Undergraduate
Department: Arts and Sciences Division and Business and Marketing Division
Format: For-credit
Stand Alone

INTRODUCTION

Strategies for 21st Century Leadership incorporates communications concepts and specific processes and strategies leaders use to gain consensus, make data-driven decisions, formulate strategic directions, and mobilize individual members of an organization to effective individual and group effort.

FORMAT

The course is consciously eclectic in its approach. Students in this course will learn about and practice specific strategies for initiating change, motivating team members, constructing and maintaining effective work groups or teams, and resolving conflicts. They will employ speaking and writing as tools to reach specific leadership goals.

OBJECTIVES

Students successfully completing this course will be able to:

- Explain how a particular strategy will assist them in gaining consensus concerning one or more specific activities.
- Differentiate between a vision statement and a mission statement.
- Develop a vision statement.
- Develop a mission statement.
- Apply specific collaborative techniques to the implementation phases of a project.
- Write a communication plan for a project.
- Write an evaluation plan for a project.

- Use data-gathering techniques appropriate to formulation of plans.
- Develop an esprit de corps and reward group effort.
- Lead groups through techniques drawn from total quality management practice, such as the Fishbone, the Affinity Process, Catchall.
- Form effective work groups or teams.
- Apply principles of negotiation to the resolution of group conflicts.
- Identify factors impeding change processes.
- Identify the stages of the change process to specific cases and situations.
- Define stages of group formation.
- Apply communications strategies to facilitating the formation of an effective group.
- Articulate research findings related to difference in gender and ethnic communication styles.
- Set priorities among a number of activities, identifying those that pose potential conflicts of purpose.
- Communicate priorities and plans clearly and convincingly, seeking to gain support for an objective.
- Identify leadership actions and qualities suitable for a variety of situations.

TEXTS

A book of readings.

REQUIREMENTS

Participation in Class Activities—25%
Individually and in small groups: role plays, discussions, practice of techniques.

Oral Presentation of a Project Plan—25%

Completion of a Reflective Journal—20%
Should be based on course readings, films, class discussions, and case studies.

Two Exams—30%

OUTLINE

I. Changes Begin from Within
   A. Principle-centered leadership (Covey)
   B. Servant leadership (Greenleaf)
   C. Reflective leadership (Kouzes and Posner, *Credibility*)
   D. Transformation leadership (Bolman and Deal, *Reframing the organization*)
   E. Situational leadership (*Hoosiers*)

II. Leading to New Beginnings
   A. Determining what is needed
      1. Quantitative techniques for data-driven decisions
      2. Qualitative techniques for data-driven decisions
   B. Initiating changes
      1. Communicating the need for change
      2. Mission/vision statements
      3. Strategic planning groups
      4. Eyes on the prize: The gift of focused attention
   C. Mobilizing workers
      1. Change process
      2. Instilling proactivity
      3. Obstacles to change
      4. Establishing effective work groups
      5. Ground rules
      6. Modeling the change process
      7. Counterproductive behaviors
   D. Making the job achievable
      1. Early successes
      2. Room for error; troubleshooting; pilots
      3. Task and role definitions
      4. Structuring markers of progress; timelines
      5. Resources
   E. Strategies for managing conflict
   F. Strategies for negotiation

III. Rewarding and Celebrating
   A. Communicating to wider audiences
   B. Evaluating the project
      1. Weighing negative consequences
      2. Refining processes

IV. Refueling Leadership Engines
   A. Networking
   B. Mentoring
   C. Restoring the spirit
   D. Learning
   E. Win some/lose some: The bell jar
   F. Losing the battle and winning the war
   G. Integrity in good times and bad times

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Manhattan Christian College

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Leadership Ministries

Educational Level: Undergraduate
Department: Ministries
Format: For-credit
Stand Alone

DESCRIPTION

Study of the concepts and applications of organization and administration with an emphasis on the development of leadership skills.

RATIONALE

Churches consist of many members of a community, The Church. Usually the members of a church share a common geographic location, but, in the broadest sense, the "community of the Church" is worldwide and universal. These members have a sense of shared identity and destiny. The church community's shared identity includes common "interests," "beliefs," and "values." The various churches share a common destiny that provides the foundation for the mission of the Church. Within each church, members are functionally interdependent. Each individual depends on others to perform necessary functions to meet personal desires, wants, and needs. On a community level, members assume roles and perform tasks requisite to the achievement of the church's goals and mission.

Providing designated leadership for the whole community is the minister. This "key player" (sometimes it is a team of "players") is ultimately responsible for the organization of a given local church community. The minister must be able to effectively handle the administration of the church. To that end, leadership skills are an integral part of the success of the minister. The minister of a church has both a personal and a professional take in demonstrating successful leadership within the church community. Being prepared to lead within the church involves knowing its mission and finding the motivation to lead. Church leaders are encouraged to be confident and determined while leading God's community with the full assurance that He is always with His Church (adapted from Deuteronomy 31:23 TEV version). The bottom line is that the minister must intellectually comprehend what leadership is and understand how to effectively apply leadership skills.

GOALS

This course is intended to provide a collaborative learning experience focusing on the concepts and applications of organization and administration, with an emphasis on the development of leadership skills through student interaction and instructor feedback. The course is founded on a "T" philosophy of breadth and depth involving the student's learning experience. That framework focuses two complementary dimensions of effective leadership. MIN 431 (Leadership Ministries) provides the student with an exposure to contemporary concepts and applications of organization and administration (horizontal axis of "T") and in-depth development of leadership skills (vertical axis of "T"). Thus, this theoretical course gives special attention to the integration and application of leadership theories in a variety of church contexts.

OBJECTIVES

The objectives of this course are:
- To provide awareness and understanding of contemporary theories concerning organization and administration.
- To provide training in effective leadership skills.
- To demonstrate effective understanding of organizational behaviors and leadership skills through role-playing in an extended simulation.
- To develop effective team-oriented behaviors.
- To enhance written communication skills.
- To enhance effective public and interpersonal oral communication skills.

TEXTS

Bracey, H., Rosenblum, J., Sandord, A., & Trueblood, R. (1990). *Managing from the heart.* Atlanta, GA: Heart Enterprises.

Woyach, R. B. (1993). *Preparing for leadership: A young adult's guide to leadership skills in a global age.* Westport, CT: Greenwood.

REQUIREMENTS AND EVALUATION

Participation (10 discussion items x 5 pts.)—50 points
Global reading quizzes (5 at 10 pts. per quiz)—50 points
'Test 1 (Global Age)—100 points

Test 2 (HEART)—100 points
Participation in simulation—100 points
Simulation observation papers—25 points
Simulation processing discussion (Final Exam)—100 points

OUTLINE

Session	Topic
1	Introductions and Orientation
	Discuss syllabus
2	Collaboration Defined
	Functioning teams as small groups
	Read ch. 1-3 (Global)
3	Quiz 1—Global ch. 1-3
	Class discussion
4	Class Discussion: Leadership/Exercising Leadership/Envisioning
	Five discussion items due
	Read ch. 4-6 (Global)
5	Quiz 2—Global ch. 4-6
	Class discussion
6	Class Discussion: Consensus/Negotiation/Rewards
	Five discussion items due
	Read ch. 7-9 (Global)
7	Quiz 3—Global ch. 7-9
	Class discussion
8	Class Discussion: Image/Legitimacy/Advocacy
	Five discussion items due
	Read ch. 10-12 (Global)
9	Quiz 4—Global ch. 10-12
	Class discussion
10	Class Discussion: Coalitions/Perspectives/Groups
	Five discussion items due
	Read ch. 13-14 (Global)
11	Quiz 5—Global ch. 13-14
	Class discussion
12	Class Discussion: Leader Style/Put Together
	Five discussion items due
	Preview Test 1
13	Test 1
14	Review Test 1
	Read pp. 1-27 (HEART)
15	HEART Overview
16	Discuss "H" pp. 61-95 (HEART)
	Five discussion items due
17	Discuss "E" pp. 28-60 (HEART)
	Five discussion items due
18	Discuss "A" pp. 158-186 (HEART)
	Five discussion items due
19	Discuss "R" pp. 129-157 (HEART)
	Five discussion items due
20	Discuss "T" pp. 96-128 (HEART)
	Five discussion items due
	Preview Test 2
21	Test 2
22	Review Test 2
23-29	Simulation
30	Final Exam (Oral Discussion Processing Simulation)

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Michigan State University

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Leadership in Agriculture and Natural Resources

Educational Level: Undergraduate
Department: Agricultural and Extension Education
Format: For-credit
Stand Alone

GOALS

- To develop an understanding of the basic concepts and theories of organizations.
- To develop an understanding of the basic concepts and practices of successful leadership behavior within a variety of organizations.
- To create an opportunity for students to identify, evaluate, and practice modifications of their personal leadership behaviors in a structured-learning environment.

OBJECTIVES

Course objectives are designed to allow the student to practice leadership behavior in a "safe" (laboratory) environment. Opportunities to learn about leadership and practicing leadership behavior will include:

- Interviewing a respected leader and writing a thank-you letter.
- Maintaining a Resource Reference Notebook.
- Practicing presentation skills and methods.

- Reviewing a biography of a leader and presenting it to the class.
- Attending a leadership activity and developing a memorandum.
- Completing four topic quizzes.
- Practicing leadership behavior within small-group activities.
- Participating in class discussion.
- Investigating the purposes and practices of a service organization; volunteering in a service agency and maintaining an observation journal.

TEXTS

Bennis, W. (1989). *On becoming a leader.* Reading, MA: Addison Wesley.

Covey, S. R. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon and Schuster.

COMPONENTS

Interview and Thank-You Letter

As a future leader, it is important to gain knowledge and insight from others in the field that you are interested in. To provide you with this experience, you will need to select a person and interview him or her. During this interview, it would be appropriate for you to ask the following:

- What is his or her leadership style,
- Personal philosophy he or she lives by,
- Background information that will provide you with a better understanding of the person, and
- If he or she has any words of advice for you.

Remember, this is only a partial list; you should have other questions ready.

The person to whom you spoke took time from a busy schedule to talk to you. It is important that you send a thank-you letter to acknowledge time and effort spent. To meet the requirements of this assignment, the professor would like you to submit a formal thank-you letter, written to your interviewee. The letter should be 1-2 pages long, and it must be typed. It is essential that you briefly summarize what you learned from the interview and relate it to one or two points from the textbooks. Don't just thank the person for his or her time; rather, include reference to information or ideas you gleaned from the conversation. You will be expected to send this letter.

Resource Reference Notebook

Professionals have found that a personal reference resource file is valuable for maintaining awareness of critical areas of personal interest and value. The semester project will focus on developing an information resource file pertaining to leadership. Applications and practices that the student finds most appropriate to their current or anticipated work situation and goal achievement should be included.

The Resource Reference Notebook should be assembled in the following format:

1. A three-ring notebook(s).
2. Divided according to class sessions (or a method most useful to you).
3. Each section should contain the following ideas:
    a. Presentation notes.
    b. Class resource materials.
    c. Two related journal articles or chapters from textbooks.
    d. Current event article relevant to topics (newspaper).
    e. One article from the Internet (not an ad).

Topic Facilitation and Evaluation

During the course of the semester, you (and a classmate) will have the opportunity to facilitate one or more class topic(s) (30 minutes in length; if in a team, 45 minutes). A week before the presentation, it will be your responsibility to meet with the professor to review the lesson plan and the materials you have developed to date. Presentations are expected to be well organized and delivered. At the time of the presentation, you must submit the following:

- Presentation plan.
- Overheads and handouts used.
- Questions with answers for the quiz.

All presentations must include handouts and references to one or both of the books. Use of materials from other classes, the Internet, and extension bulletins is encouraged. Presentations will be videotaped. Within one week of the presentation, you will need to review the tape and complete a self-evaluation form. If this time line is not followed, you will receive a 0.0 for your presentation grade. In order to help you with your evaluation, you will be critiqued by your peers. The critique process will be completed at the end of the presentation. Written and verbal feedback will be given at this time.

Leadership Activity and Memorandum

During the semester, we will discuss many characteristics of a strong organization and skills that are needed to be a leader. In order for you to gain "real world" experience, you will be expected to attend a leadership activity. The activity you select should be one that you would normally not attend. At this activity, it would be appropriate for you to visit with members (participants) in attendance.

To meet the requirements of this assignment, you will need to develop a memorandum to the professor in regards to the activity. Key highlights to possibly include about the organization are:

- Purpose
- Activities

- Leadership Structure
- Types and Numbers of Membership
- Funding Sources
- Your Personal Impressions

Biography of a Leader

Select a biography of an individual who is a successful business person or leader. After reading the book, you are to develop a 3-page paper and a 20-minute presentation about the individual. Your paper should be used as a tool to help organize your presentation. Key items to include:

- Motivation
- Vision
- Goals/Objectives
- Leadership Style
- Successes/Failures
- Values
- Use of Power
- Other Items of Interest

In addition to the above items, you should make reference to the textbooks. Some examples of successful leaders are: Walter Disney, Harry Truman, Rupert Murdoch, Edward Kennedy, Montel Williams, John Muire, John Deere, Orville Redenbacher, Bill Clinton.

Topic Quizzes -

During the semester, we will cover 15 topics. In order to evaluate your understanding of these topics, you will be required to complete four quizzes. The questions will come directly from presentations or readings related to the presentations. Questions will be in the form of multiple choice, true/false, short answer, matching, or essay.

Leadership Practicum

One of the behaviors of an effective leader is to become involved in leadership experiences. As the student will learn, wholeness as an individual is incomplete without appropriating the experience of service. To capture the value of this behavior, each student will select one of two leadership practicums.

Practicum A

1. Volunteer a total of 30 hours with a single service agency during the semester.
2. Upon completion of the service (volunteer) experience, the student will present the following to the instructor:
   a. A letter from the service agency confirming the student's completion of 30 hours of volunteering.
   b. Prepare a journal/paper of observations regarding the experience. Possible items to address include:
   - Mission Statement
   - Goals
   - Objectives
   - Purpose (may be similar to the mission statement)
   - Organization's Constitution
   - Organizational Structure
   - Recruitment and Training Programs
   - Leadership Behaviors Observed
   - Methods of Rewarding Paid and Volunteer Staff
   - Other Observations

Practicum B

1. Volunteer a total of 30 hours for two single service agencies during the semester (15 hours per agency).
2. Upon completion of each service (volunteer) experience, the student will present the following to the instructor:
   a. A letter from the service agency confirming the student's completion of 15 hours of volunteering.
   b. Prepare a journal/paper of your observations, feelings, and experience.
3. When both experiences are completed, the student will need to do a 3-page paper that compares the experience.

Leadership in Agriculture and Natural Resources Critique

Throughout the semester, the professor will stress the importance of "critique" as a management and educational tool to assess the status of an activity. Critiquing not only seeks to assess/evaluate what is, but also to seek corrective actions if needed. Generally, we are most comfortable focusing on the technical aspects of the organization's endeavors. However, when it comes to dealing with the human element, we often find that it is easier to play 1,1 and retreat. In the process of critiquing, we are seeking information based on fact, not feeling, with rational, constructive alternatives suggested for modifying actions or behavior. Your take-home critique provides you with an opportunity to implement "critique" in a safe environment. What you say will be received as important. The professor will focus attention on your rationale, insights, and suggestions for continuing existing practices, or modifying as is essential to improve the "organization's" functioning.

The method for completing this exercise is to be in a memo format (2-page maximum):

DATE:
TO:
FROM:
SUBJECT:

1. As you review the course content:
   a. Which elements (minimum of three) were most helpful to you? Rank, order, and explain your responses.
   b. Which elements (minimum of three) were least helpful to you? Rank, order, and explain your responses.
2. If you were going to modify AEE 403 course content, what would you:

   a. ADD (explain your rationale).
   b. DELETE (explain your rationale).
3. Which presentation techniques were:
   a. Most helpful (explain).
   b. Least helpful (explain).
4. This is your opportunity to critique the role of the instructor. How might the instructor:
   a. Modify his behavior to enhance the value of AEE403.
   b. Continue to exhibit behaviors that contribute to the value of AEE 403.
5. Finally, what contribution(s) did you make in support of the organization (class) efforts to reach determined goals and objectives?
6. Creative or reflective observations. Your opportunity to critique without constraint.

EVALUATION

Interview and Thank-You Letter—5%
Resource Reference Notebook—20%
Topic Facilitation and Evaluation—10%
Leadership Activity and Memorandum—5%
Biography of a Leader—10%
Quizzes (4)—20%
Leadership Practicums—20%
Class Participation—5%

OUTLINE

Session	**Topic**
1	What's AEE403 all about?
2-3	The GRID system
4	Service Learning Center Resources
5	Why have a quality resume and cover letter?
6	How do I convey information to others?
7	Keys to quality presentations Quiz 1
8	What are my values? Read ch. 1-3 Prepare interview and thank-you letter
9	Role of power and leadership Read ch. 5
10	Biography Biography presentations (five individuals)
11	Assertiveness and aggressiveness—when to use? Read ch. 6
12	Seven deadly sins of leadership
13	What is your role as a leader during the team process? Read habit 6 Quiz 1
14	Final Exam (Case Analysis II)
15	What ways do leaders influence others? Read ch. 8, habit 4 Part 1: Resource Reference Notebook
16	Biography Biography presentations (five individuals)
17	Does visioning play a role in leadership? Read ch. 9, 10, habit 1
18	Motivation of others, what is my role? Read ch. 8 Leadership activities and memo
19	In what ways does being organized help a leader? Read ch. 9
20	In what ways does being organized help a leader? (cont.) Read habits 2 and 3 Quiz 3
21	Why do I need to understand others?
22	Biography Read habit 5 Biography presentations (five individuals)
23	In what ways can a leader delegate responsibilities?
24	Learning to say NO! Read habit 7
25	What hinders a leader from being effective?
26	Biography Biography presentations (three individuals) Quiz 4
27	Part II: Resource Reference Notebook
28	Final Exam Practicums

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Missouri Southern State College

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Leadership Training

Educational Level: Undergraduate
Department: Psychology
Format: For-credit
Stand Alone

DESCRIPTION

Based on the premise that leadership is acquired and not innate and that the leaders of tomorrow need skills in organization, decision making, problem solving, and interpersonal relating, Leadership Training has been developed. A one- to two-credit-hour course, Leadership Training is designed to integrate leadership training with peer helping. A supervised lab experience with small groups of freshmen students is included for on-site experience.

OBJECTIVES

Communicating

- Verbal and nonverbal communication skills are essential to the student taking Leadership Training, and the course participants are screened for these qualities before they are selected to take the course. As the student leaders teach their orientation courses, they can build on their already excellent communication skills.
- Student leaders will foster communication among their students by facilitating icebreaker exercises and seminars on issues relevant to the class.

Critical Thinking

- In the classroom, the ability to think critically is a must, and the leaders are again screened for this ability. Teaching the 15-20 new students develops lesson-planning skills and the ability to evaluate information. Critical-thinking and decision-making skills are also developed as students work to identify their method of leadership.

Clarifying Values

- In this leadership role, student leaders are exposed to many different belief systems, cultures, and ideas. As facilitators, they must communicate in ways that recognize and give credibility to each of these.
- As campus leaders, students will be seen as authority figures. Ability to effectively manage this authority will be emphasized through examination of negative and positive power plays in history.

Functioning Within Social Institutions

- Student leaders are not only expected to work cooperatively with their classes but also with faculty and staff members.
- Student leaders will facilitate cooperative learning among their students by using small-group exercises.

Using Science and Technology

- For the new students, the student leader is often the link between them and the technology found on this campus, specifically in the library. Student leaders will teach their students how to operate various computer programs in the library, such as the LION, InfoTrac, and Image Workstation.

Using the Arts

- Student leaders are encouraged to set an example and participate with their students in theater, art, and cultural activities on campus.

TEXTS

Ellis, D. B. (1985). *Becoming a master student.* Rapid City, SD: College Survival, Inc.

Garner and Jewler (1989). *College is only the beginning: A student guide to higher education.* Belmont, CA: Wadsworth.

The college catalog, MSSC

The lion's guide, Orientation Handbook, MSSC

The student handbook, MSSC

EXPECTATIONS

- Attend Leadership Training sessions during the spring semester and prior to the opening of the fall semester.
- Participate in weekly fall mentor meetings.
- Plan and facilitate/teach one eight-week college orientation class of 15-25 students.
- Participate in class discussion/exercises.
- Complete reading assignments and exercises as assigned.

EVALUATION

Attendance at training sessions—33%
Orientation group—planning and instruction—34%
Participation/mentor recommendations—33%

OUTLINE

Session	Topic
1	Introduction—Getting to Know You
2	Peer Leadership Ethics • Importance of being a positive role model • Examination of positive and negative influences of power in history
3	Basic Lesson Planning Exercises
4	Classroom Management Procedures
5	Importance of Lecture Time and Checking for Understanding
6	Guided and Individual Practice
7	Using Audiovisual Aids
8	Facilitating Small-Group Communication
9	AIDS/Alcohol Abuse Awareness/Campus Dating Violence Seminars
10	Career Services Seminar
11	Study Skills Seminar

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Montreat College

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Servant Leadership

Educational Level: Undergraduate
Department: Business
Format: For-credit
Part of: Management concentration

DESCRIPTION

A study of the notion of servant leadership and its applicability in today's business environment. Students will examine the leadership characteristics and strategies of the great teacher Jesus Christ and compare them to historical and current models of leadership including Nehemiah, Gandhi, Greenleaf, Deming, Covey, and others.

RATIONALE AND CONTENT

Leaders today in businesses, nonprofit organizations, and churches are discovering the latent power of innovation and productivity resident in the people within those organizations. The prevailing management concepts that developed out of the industrial revolution and the work of Frederick Winslow Taylor and his time-motion studies are finally being discarded. Increasingly, leaders today are learning that autocratic leadership models simply do not work! Many are turning back to the Bible and the model of Jesus Christ as one who came to serve as their model for leadership. This course is a requirement for the Management concentration.

OBJECTIVES

- To explore the traditional approaches to the study of leadership.
- To describe the philosophy of servant leadership.
- To evaluate comparative leadership strategies.
- To examine the life of Christ as a model for leaders.
- To understand how to use a servant approach to leading organizations.

TEXTS

Ford, L. (1991). *Transforming leadership*. Downers Grove, IL: InterVarsity Press.
Greenleaf, R. K. (1991). *Servant leadership*. Mahwah, NJ: Paulist Press.
Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (1993). *Leadership: Enhancing the lessons of experience*. Burr Ridge, IL: Richard D. Irwin, Inc.
The Bible

OUTLINE

Session	Topic
1	What Is Leadership? Read: Hughes, ch. 1, 3, 5 Paper due: What Is Servant Leadership?
2	Identifying Leaders Assignment: Leadership models research paper Read: Hughes, ch. 8, 9, 16
3	The Servant as Leader Read: Greenleaf, ch. 1, 2
4	Servant Leadership in Business and the Church Video: "Exploring the Paradox of Servant as Leader"

Read: Greenleaf, ch. 4, 7
5 Comparative Leadership Models
Presentations
Due: Leadership models research paper
6 Comparative Leadership Models (cont.)
Presentations
Read: One of the Gospels and identify Jesus' leadership characteristics
7 Jesus as Servant Leader: His Strategy
Continue study of Matthew, Mark, Luke, or John
8 Jesus as Servant Leader: Traits and Behaviors
Read: Romans, Philippians, and 1 Peter
Paper due: Jesus' Leadership Characteristics
9 Jesus as Servant Leader: Situational Approach
Read: 1 & 2 Timothy
10 Transformational Leadership
Assignment: Final research topic
Read: Ford, ch. 1, 2
Due: Study guide questions
11 Leader as Son and Strategist
Read: Ford, ch. 3, 4
Due: Study guide questions
12 Leader as Seeker and Seer
Read: Ford, ch. 5, 6
Due: Study guide questions
13 Leader as Strong One and Servant
Read: Ford, ch. 7, 8
Due: Study guide questions
14 Leader as Shepherd Maker
Read: Ford, ch. 9, 11, 12
Due: Study guide questions
15 Leader as Spokesman, Struggler, and Sustainer
Read: Ford, ch. 13, 14
Due: Study guide questions
16 Final Research Paper

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Nazarene Theological Seminary

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Dynamics of Leadership

Educational Level: Undergraduate
Department: Pastoral Theology
Format: For-credit
Stand Alone

DESCRIPTION

The nature and principles of leadership in the Church and in contemporary culture will be considered within the mandates and resources of the gospel. Contextual application of effective leadership will connect theory to practice.

OBJECTIVES

- To bring the emerging Christian leader to an understanding of the role of leader in the process of mission-centered organizational development.
- To develop awareness of one's personal strengths, weaknesses, and potentials in leadership in the Church.
- To introduce participants to the developing array of resources for leadership, managership, and organizational design.
- To involve emerging leaders in practical experiences of leadership in Christian ministry.
- To awaken, or encourage, a lifelong search for effectiveness as a Christian servant leader.

TEXTS

Chaffee, P. (1997). *Accountable leadership.* San Francisco: Jossey-Bass.
Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future.* San Francisco: Jossey-Bass.
Stowell, J. (1994). *Shepherding the church into the 21st century.* Wheaton, IL: Victor Books.

REQUIREMENTS AND EVALUATION

Class Attendance

Participation—30%

Leadership is a social phenomenon. Class involvement will involve opportunities for leadership experiences and reflection. Individual initiative in response to opportunities for leadership experience will, to a large extent, influence the final grade. Each student may fulfill the participation requirement by reporting in class (ten minutes) on one of the items listed below. Your participation plan is to be submitted to the professor for acceptance. List of topics for participation assignment:

- An example of a congregation as a transformational system.
- An example of the appropriate use of authority in the Christian system.
- An example of perceived healthy personal development as a leader.
- An example of pastoral servant leadership in the congregation.
- An example of effective alignment and/or empowerment in the congregation.
- A case of recognition and resolution of an organizational or personnel problem in the congregation.
- A topic/issue/case of your choosing.

Midterm Examination—20%

The required texts should be read in their entireties before or during the early part of the course. This reading is not to be included in the minimum 400 pages of collateral reading. In addition to the texts and the bibliography, and from other relevant sources, students will be expected to read and report on at least 400 pages. From this additional collateral reading, three book or periodical reports (one page, approximately 300 words) should be submitted. If you have read this material more than 12 months before the beginning of this course, a thorough review may be made and submitted for collateral reading.

Term Project—20%

A brief plan for the implementation of a field experience/project involving the application of course content should be submitted to the instructor by session 4 as a written report with documentation. The report should include reflection on:

- Course and reading content.
- Personal application of leadership principles.
- Understanding of contextual application of leadership skills.
- Evidence of organizational movement within mission and toward goals.

The project will be graded on organization, including documentation, as well as content. The ideas should be coherent and moving to summation. The term grade will depend heavily on class participation and the quality of the term project. The paper must contain documentation, e.g., footnotes or endnotes.

Final Exam—10%

OUTLINE

Session	Topic
1	Foundations of Personal and Systemic Leadership
2	The Christian as Leader
3	The Congregation as a Transformational System Reading report due Participation plan due
4	Authority in the Christian System Brief plan for semester project/paper due
5	The Process of Personal Development as a Leader
6	Servant Leadership: The Inverted Pyramid Reading report due
7	Alignment and Empowerment in the Church
8	Organizational Problems and Leadership
9	Interpersonal Relations and the Responsibilities of Leadership Reading report due
10	Team Leadership: One Possible Shape of Future Church Leadership
11	Reflection and Wrap-Up Semester project due
12	Final Exam Last day to submit written work Summary list of materials read due

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Nebraska-Wesleyan University

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Introduction to Leadership

Educational Level: Undergraduate
Department: Communication
Format: For-credit
Stand Alone

GOALS

- Clarify and support your personal definition of leadership, including components and results.
- Examine current scholarship on leadership and apply it to a variety of communication contexts.
- Read about, listen to, and talk with leaders; personally react to their philosophies, values, styles, and visions.

TEXTS

Bennis, W. (1994). *On becoming a leader* (2nd ed.). Reading, MA: Addison-Wesley.

Hackman, M. Z., & Johnson, C. E. (1993). *Leadership: A communication perspective* (2nd ed.). Prospect Heights, IL: Waveland Press.

REQUIREMENTS AND EVALUATION

Applications, Reviews, and Reactions—30%
You will have a weekly assignment that will require you to apply, review, research, or react to a question, topic, or experience that will relate to leadership.

Guest Leader Presentation—15%
Throughout the semester, you will be working in small groups to develop a program or presentation that involves in part your inviting guest leaders to class to discuss a topic or topics we are exploring. The purpose of the guest-leaders assignment is to help you listen and react to leaders' philosophies, values, styles, and visions. Your responsibilities will include:

- Determine the purpose and approach you will use for the program or presentation.
- Identify the guest leader(s). Invite them to class and arrange for any details ahead of time.
- Facilitate active involvement of the class in the program or presentation, including giving any particular assignments to the class before the presentation or program.
- Send a follow-up thank you.

Leadership Project—35%
This project requires you to first read Bennis' *On becoming a leader*. The assignment then has two parts:

Part One (15% of your grade):
Choose and read a biography of a leader and write a four- to six-page paper in which you discuss the way that what Bennis writes about leadership is either exemplified or proven false through this leader's life.

Part Two (20% of your grade):
Select and interview a current leader, using a schedule of questions that you develop from ideas that have come to you from reading Bennis' book. Give a ten-minute oral presentation based on the results of your interview, in which you select and communicate a clear purpose and point of view. You may incorporate ideas from your biography if you wish. Prepare a three- to five-page summary of the interview process, including your questions and how you developed them; how you identified the leader, set up, and conducted the interview; and the results of the interview.

Take-Home Final Exam—20%
Your take-home final will provide you with the opportunity to demonstrate what you have learned about leadership.

OUTLINE

Session	Topic
1	Introduction to the Class, to Leadership, and to Leadership Contexts
2	Communicating Leadership Definitions: "What Is Leadership?" Read Hackman & Johnson, ch. 1-3
3	Power and Empowerment Read Hackman & Johnson, ch. 4; Gardner, "Power"; Bennis & Townsend, "Empowerment"
4	Leadership as an Influence Relationship Groups for guest leaders announced Groups meet Sign up for guest-leader program day Read Hackman & Johnson, ch. 5; Hughes, Ginnett, & Curphy, "Power, influence, and influence tactics"
5	Ethics and Integrity Name of leadership project biography and person to be interviewed due

Group meetings
Read Boatman & Adams, "The ethical dimensions of leadership"; Nair, from *A higher standard of leadership*; complete reading of *On becoming a leader*
6 Leadership in Groups and Teams
Group meetings
Read Hackman & Johnson, ch. 6; Francis & Young, "Team building: What, why, and how"
7 Leadership and Organizational Culture
Guest leader program descriptions and titles due (including time period of class desired)
Read Hackman & Johnson, ch. 7; Schein, "Leadership and organizational culture"
8 No class—work period for all groups
9 Leadership and Community
Guest leader program
Leadership project biography papers due
Read Boatman, "Leadership for community: A conceptual framework and suggestions for application"; Spears, "Servant leadership: Toward a new era of caring"
10 Leadership and Social Change
Guest leader program
Name of individual to be interviewed and list of interview questions for leadership project due
Read Hackman & Johnson, ch. 8; Astin, et al., from "A social change model of leadership development"
11 Leadership and Diversity
Guest leader program
Read Hackman & Johnson, ch. 9; Schmidt, "Inclusive leadership"
12 Leadership and Diversity
Guest leader program
Sign up for leadership-project presentation times
Read Reardon, "Leadership: By whose standards?"
13 Leadership and the Future
Guest leader program
Read Allen, "Making sense out of chaos: Leading and living in dynamic systems"; Morse, "Leadership for an uncertain century"
14 Developing Leadership Effectiveness
Leadership project presentations
Leadership project interview summary papers due
Read Hackman & Johnson, ch. 10
15 Developing Leadership Effectiveness
Leadership project presentations
16 Final Exam
Take-home final exam due

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North Central College

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Leadership Analysis

Educational Level: Undergraduate
Department: Leadership, Ethics, and Values
Format: For-credit
Stand Alone

OBJECTIVES

- Be able to recognize forms of leadership in contemporary society.
- Identify problems of leadership, including ethical as well as functional problems.
- Synthesize diverse material related to leadership issues.

TEXTS

Wills, G. (1994). *Certain trumpets: The call of leaders*. New York: Simon & Schuster.
Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages*. New York: Free Press.

REQUIREMENTS AND EVALUATION

Case Study Analysis—50 points each
Each Revised Draft
Students will complete short (2-3 pages, word-processed, double-spaced) papers that analyze case studies of leadership presented in the Wills text. Each week, students will have the option of responding to a suggested writing assignment. The writing options provide the basis for class discussion of each class session. Students can write drafts of as many of these papers as they wish over the term. The drafts are due on the night assigned. No drafts will be accepted after the assigned date. The instructor will make comments on each draft and return it to the student, with a tentative grade. The comments and grade provide feedback for a rewrite of the paper. At the end of the term, students should turn in three revised papers. The instructor will grade the three papers, asking the following questions:

Does the paper . . .

- Reveal a complete and in-depth reading of the assigned materials (from Wren)?
- Fairly select from and represent the facts of the case?
- Challenge, refute, or defend the ideas of the assigned readings (from Wren)?
- Reflect college-level writing and analysis skills?

Leadership Portfolio—100 points midterm/200 points at end of term

Everyone has an opinion about leadership. Many sources exist for articles and commentary about leadership: newspapers, magazines, professional publications, corporate memos, training programs, films, TV shows, cartoons, jokes, and stories. Students should make a collection of what they see, hear, and read about leadership over the term. The result will be a portfolio of what American culture is saying about leadership. The portfolio is to be a kind of "polaroid picture" of leadership, arranged around a theme. Students need to have at least 20 entries in their portfolio. Each entry should have: 1) a date for its collection and 2) a brief (50 words or less) notation explaining, challenging, clarifying, and extending the ideas of the entry. Use a binder or loose-leaf notebook to hold the portfolio together. Three questions provide the basis of the grade for the portfolio:

- How consistent has been the collection of the material?
- How wide a sample of leadership ideas is the collection?
- How clearly does the portfolio develop a theme?

Commentary Paper—150 points

Students will produce a four- to five-page paper that offers several (three to five) generalizations about leadership gleaned from the materials in the portfolio. The paper should not repeat the contents of the portfolio. Rather, it should clearly explain the theme of the portfolio. It must also offer conclusions about what people are saying about leadership at this point in time. If the portfolio were a family picture album, this paper would be the commentary of the pictures (to a stranger) that explains why these pictures fit together. The models for the paper are on pages 11-22 of Wills' book and pages ix-xii of Wren's book. The following questions guide the instructor in reading and grading the papers. Does the paper:

- Reflect the range and theme of the materials in the portfolio?
- Provide generalizations (new ideas) that go beyond the specifics of the entries?
- Show insight into the readings for the term?
- Reflect college-level writing abilities?

Tests—100 points

Students will complete two tests during the term, plus a final. Each will ask students to write essays and short answers. Each will take approximately 90 minutes of class time.

Class Involvement—100 points

Students should participate in class on a regular basis. This does not mean students have to talk a lot. Rather, students should attempt to provide useful and insightful comments and questions that advance the discussion of the cases.

Writing Option #2

Use the facts in one or both of the assigned cases (Wills, 2 and 3) to assess the validity of the ideas presented in Wren (chapters 7, 8, 12, 23, 24, and/or 52). Your goal is to think and write about the qualities that we associate with leaders. Is the list complete? Do we think about leadership qualities in a useful way? Is there such a thing as a born leader? One of the questions we'll come back to often is whether leadership is something a person does or something that historical forces "do" to people. This writing option gets you thinking about that question.

Write a short draft of a paper (2-3 pages, word-processed, double-spaced) that addresses one of the following questions:

- In what ways does Tubman's case refute Plato's ideas about leaders and leadership?
- In what ways does E. Roosevelt's case refute Plato's ideas about leaders and leadership?
- Given what we see in either the Tubman or E. Roosevelt cases, did Stogdill or Kirkpatrick and Locke get it right in talking about the traits of leadership?
- Stogdill and Kirkpatrick and Locke provide lists of traits that describe leaders. Would it be better to talk about how the traits combine in unique ways to describe Tubman and/or E. Roosevelt?
- What vision did Tubman have? In what ways did her vision challenge what Saskin says about leaders' visions?
- What vision did E. Roosevelt have? In what ways did her vision challenge what Saskin says about leaders' visions?

Grades and Evaluations

Although they are often difficult to separate, grades and evaluations are not the same thing. Grades are primarily for an external audience (employers, graduate schools). They provide at best a short description of your performance in class. They reduce a whole term's efforts to a single letter. Evaluations provide the necessary information for improving on performance and ultimately learning something. The professor will try to provide as much information as possible on each paper and test. Students are expected to make use of this information and to question it when they do not understand it.

OUTLINE

Session	Topic
1	Read: Wren 1, 2, 5, 6, 19; Wills 1
2	Read: Wren 7, 8, 12, 23, 24, 52; Wills 2 & 3
3	Read: Wren 4, 18, 48, 61, 62; Wills 4
4	Test 1 Read: Wren 10, 11, 32, 34; Wills 5
5	Read: Wren 21, 29, 33, 44, 53, 58, 63; Wills 6 & 7 First collection of portfolios
6	Read: Wren 13, 14, 38-41, 50, 51; Wills 8 & 9
7	Read: Wren 3, 22, 47, 49, 57; Wills 10 & 11
8	Test 2 Read: Wren 30, 31, 42; Wills 12
9	Read: Wren 26-28, 35, 55; Wills 13 & 16
10	Read: Wren 16, 17, 43, 60, 64; Wills 14
11	Test 3

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Northwestern University

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Paradigms and Strategies of Leadership

Educational Level: Undergraduate and high school
Department: Interdisciplinary
Format: For-credit
Part of: Undergraduate Leadership Program

INTRODUCTION

This is the first of two prerequisite courses for the Undergraduate Leadership Program. This course focuses on micro issues of leadership and covers a variety of perspectives, including business, community, and small decision-making groups. It is important to examine a variety of perspectives because leadership strategies that are most effective in one setting may be the least effective in other settings. Therefore, we will spend much of our lab time working under different decision-making situations. These lab experiences will give you an opportunity to test out the theories and ideas we discuss in our class.

FORMAT

Lectures will cover and extend the readings for the week. It is expected that students will have completed the readings prior to attending class. Supplemental readings noted in the syllabus are not required but extend the concepts we are discussing in class. You may wish to read these if the topic particularly interests you. Students will demonstrate their understanding of the readings by actively participating in class discussions. Lecture will also include a review of the current week's group videotapes to highlight leadership in action.

The lab sessions are an opportunity to discuss case studies that deal with corporate, community, and campus issues. During weekly lab sessions, students will receive a copy of the case study for the following week, as well as instructions for the decision-brief format. A decision brief is an outline that details how to approach and solve the case study problem. Students use these briefs as guides during group discussion and turn them in to be graded at the end of their lab session. In addition, each group member will be assigned to "lead" the group once during the quarter and receive feedback on his or her leadership skills. Labs consist of a 30- to 40-minute videotaped discussion, followed by review and discussion with the lab instructor.

TEXTS

Boyer. (1990). *Campus life: In search of community*. Princeton, NJ: Carnegie Foundation.

Fisher, R., Ury, W., & Patton, B., Eds. (1992). *Getting to yes: Negotiating agreement without giving in*. New York: Houghton Mifflin.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Currency/Doubleday.

REQUIREMENTS AND EVALUATION

Lab Participation—8%
Lab participation grades will be assigned for the first nine lab meetings, as well as for activities on the retreat. Grades will be based on a combination of group and individual effort during the lab exercises. Full credit will be awarded when an individual actively participates in a sincere, productive group effort.

Decision Briefs—30%
There are four decision briefs, each worth 30 points of your final grade. They are to be no more than two pages in length

and written in outline form. They will be graded on adherence to the assigned format and thoroughness of the problem analysis. The weeks for which decision briefs are due are noted in the course outline.

Class Essays—25%
Students will complete a response essay after each lecture. Essays will be graded on development and support of the concept or idea being critiqued. You must be present for the lecture to complete a response essay.

Group Project—37%
Each group will choose a community problem to research and suggest solutions for over the course of the quarter. Your group may choose a problem from the Northwestern, Evanston, or Chicago community. Groups will present an oral report on the problem they chose to evaluate, as well as turn in a written report that details the group's decision-making process and suggestions for solving the problem. Oral and written reports will be evaluated on the quality of the problem-solving process, as well as clarity of presentation. All group members receive the same group grade.

The class is evaluated in two different ways. First, the university's evaluation forms are filled out by the students. Second, the last case study asks the students to improve the course. Each student turns in a decision brief on how to improve the course. On the university evaluation forms, about three quarters of the students each year have agreed with the statements, "I am glad I took this course" and "I learned a lot from taking the course." The case study briefs indicated that the students liked the six-person decision-making groups best and want even more feedback on their leadership and decision-making skills.

OUTLINE

Session	Topic
1	Introduction to the Class Readings: Gardner, "Can We Teach Leadership?," in coursepack Palmer, 1-8, in coursepack *Campus life*, prologue, ch. 1
2	Analyzing Problems Readings: Drucker, "Reinventing Government," in coursepack Senge, *The fifth discipline*, ch. 2, 4-6 Supplemental readings: Senge, "The Leaders' New Work," in coursepack
3	Conflict Resolution Readings: Fisher, Ury, & Patton, *Getting to yes* Supplemental readings: Ury, *Getting past no*
4	Decision-Making Models Readings: Pavitt & Curtis, "Chapter 13," in coursepack Senge, *The fifth discipline*, ch. 10 Due: Town/Gown decision brief
5	Individual Leadership Readings: Hogan, Curphy, & Hogan, "What We Know About Leadership," in coursepack Bennis review of H. Gardner book, *Leading minds*, in coursepack Gardner, H., "Chapters 2 and 3," in coursepack Senge, *The fifth discipline*, ch. 9 Due: Viti decision brief
6	Group Leadership Readings: Kiely, "Group Wary," in coursepack Garbarro & Harlan, "Note on Process Observation," in coursepack Gardner, H., "Chapters 2 and 3," in coursepack Senge, *The fifth discipline*, ch. 11, 12 Supplemental reading: Collins, "Aligning Action and Values," in coursepack Due: Tubident case study
7	Motivation, Competition, and Collaboration Readings: Kohn, "Why Incentive Plans Cannot Work," in coursepack "Rethinking Rewards," in coursepack Gardner, "Leadership in the Cities," in coursepack Senge, *The fifth discipline*, ch. 9 Due: Viti decision brief
8	Campus Leadership Issues Readings: Chapters 2 and 3, *Campus life* Smith, "Community and Group Identity: Fostering Mattering," in coursepack Due: Race relations case study
9	Leadership Contexts Readings: McKnight, "Regenerating Community," in coursepack Putnam, "The Prosperous Community: Social Capital and Public Life," in coursepack Drucker, "The Age of Social Transformation," in coursepack Senge, *The fifth discipline*, ch. 18
10	Class Wrap-Up Due: Class evaluation

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Ohio State University

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Student Career Development and Leadership Training

Educational Level: Undergraduate
Department: School of Educational Policy and Leadership in partnership with the Student Affairs Office of Student Activities
Format: For-credit
Stand Alone

INTRODUCTION

Educational Policy and Leadership provides an overview of the theories related to and the skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan.

As requested by students, special-focus sections will be offered in addition to the general section (e.g., leadership in fraternities and sororities; leadership in the gay, lesbian, and bisexual community; leadership in the social-service sector; leadership in the health professions, etc.). The course purpose remains constant in all sections; however, the supplementary readings may change, and class discussions will be specifically focused on application of the principles to the interests of students in each section.

GOALS

At the conclusion of this course, students will:

- Demonstrate an understanding of the theory and research supporting Kouzes' and Posner's exemplary leadership practices and ten commitments required to get extraordinary things accomplished in organizations.
- Demonstrate an increased awareness of the qualities and skills they bring to leadership settings.
- Demonstrate increased confidence and skill in practicing leadership in collegiate, workplace, and/or community settings.
- Develop a personal action plan for continued leadership development as one critical element of personal career/life planning.

TEXTS

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (Rev. ed.). San Francisco: Jossey-Bass.

Various handouts and supplemental readings to be provided by the instructors.

REQUIREMENTS AND EVALUATION

Two requirements contribute to the final grade of Satisfactory (S) or Unsatisfactory (U):

Class Attendance and Active Participation—55 points

- Attendance at each class for the full class period.
- Completion of readings in advance of the class for which they are assigned and working knowledge of the content of assigned readings sufficient to permit students to introduce and discuss the concepts presented in the readings.
- Contributing to discussion in each class session and both supporting and challenging classmates as appropriate.
- Sharing current and past leadership experiences.
- Actively participating in class-structured experiences and case study discussions.

Journal—45 points

- Students will regularly write about the application of principles discussed in class to their leadership experiences.
- The journal will be collected and critiqued at least two times during the quarter. Students will, on occasion, be asked in class to share materials from their journal.
- When journals are submitted for critique, you will also be asked to include several assignments completed during the quarter, including a life line, force-field analysis, a personal leadership development plan and other materials as assigned.

OUTLINE

Session	Topic
1	Class Member Introductions and Overview Leadership and Self-Awareness
2	Leadership Practices and Team Development Challenging the Process: Change Readings: xv-xxv and 3-34
3	Risk Taking Envisioning the Future Readings: 62-90 and 91-120

4	Enlisting Others/Sharing the Vision Trust/Collaboration and Team Building Readings: 121-150 and 151-179
5	Communications Leadership and Human Diversity Readings: Handouts
6	Problem Solving/Decision Making Time and Meeting Management Readings: 180-208; Handouts
7	Planning and Goal Setting Leadership by Example Readings: 209-241; Handouts
8	Ethical Leadership and Decision Making Small Wins and Conflict Management Readings: Handouts; 242-268
9	Supervision, Delegation, and Situational Leadership Total Quality Management and Performance Expectations Readings: 269-291; Handouts
10	Celebrating Success Creating a Personal Leadership Plan Student Evaluation of Instruction Readings: 292-316 and 317-340

Senior Seminar in Leadership Development

Educational Level: Undergraduate
Department: Educational Policy and Leadership
Format: For-credit
Stand Alone

DESCRIPTION

Through structured experiences, case study analysis, and discussion, senior students will synthesize their accumulated leadership experiences and classroom learning into a personal, integrated approach to leadership in preparation for life in the world of work, education, community, and family beyond undergraduate school.

GOALS

This course will provide students the opportunity to explore contemporary leadership-related theory and process their leadership experiences during college. Through individual and group activities, students should:

- Develop an increased awareness of the nature and functions of leadership in contemporary society.
- Formulate a set of personal operational assumptions on a variety of leadership-related topics, including but not limited to ethical decision making, creative problem solving, human motivation, creating shared vision, implementing change, conflict management, team building, quality and continuous improvement, diversity, social responsibility, developing capacity in others.
- Identify means by which leadership skills acquired in college may be applied in the workforce, graduate school, community, and personal life following graduation.

TEXTS

Kouzes, J. M., & Posner, B. Z. (1993). *Credibility: How leaders gain and lose it.* San Francisco: Jossey-Bass.

Up to 15 articles from a variety of disciplines to be supplied by the instructor.

COMPONENTS

Journal

Students will maintain a journal in which are recorded reflections on the integration of leadership theory, experience, and principles for future practice. The journal, which will take the form of each student's primer on leadership, will be discussed with the instructor during the individual conferences.

Grading

Satisfactory/Unsatisfactory. Based on:

- Active participation in all class sessions.
- Completion of assigned readings.
- Demonstrated integration of theory and experience.
- Completion of the journal and all assignments.

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Fundamentals of Leadership

Educational Level: Undergraduate
Department: Agricultural Education
Format: For-credit
Stand Alone

OBJECTIVES

The purpose of this course is to assist students in developing their knowledge, attitudes, skills, and aspirations regarding leadership theory and practice. Upon the successful completion of the course, the students will have, either verbally, in writing, or in practice:

- Developed an understanding of various theoretical approaches to leadership and leadership development.
- Reviewed various definitions of leadership and formulated their own personal definition and philosophy (credo) of leadership.
- Identified their own personal leadership characteristics.
- Explored the role of ethics in leadership.
- Practiced their skills in communicating leadership ideas to others.
- Been provided opportunities to develop and practice their leadership knowledge, attitudes, skills, and aspirations.

TEXTS

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (Rev. ed.). San Francisco: Jossey-Bass.

Course pack available at bookstore.

REQUIREMENTS AND EVALUATION

Each student is required to develop a Personal Leadership Portfolio designed to:

- Clarify and develop his or her personal leadership credo and philosophy.
- Identify, develop, and conduct scholarly opportunities to build upon current strengths and improve current weaknesses in leadership skills and abilities.
- Document and reflect upon the student's personal growth and achievements in knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom, 1956) of respective leadership theories and concepts.

The portfolio should be organized in a three-ring binder (or similar portfolio) and organized according to the identified required sections (tab dividers are suggested). An annotated (i.e., summated) Personal/Professional Biography (one page) should be followed by the student's Personal Leadership Credo and expanded Philosophy of Leadership (one page). Each leadership theory/concept section must include the Cumulative Learning Evaluation Summary sheet, artifacts, and attestations (Barnett, 1995, pp. 200-201) related to the specific section, and the student's reflections of their accomplishments related to the specific section. Finally, the student's Leadership Profile should be included. The portfolio should not be thought of as a scrapbook; rather, it is a personal and professional planning and assessment tool to provide the student with positive, meaningful, personal, and professional growth opportunities appropriate for university-level scholarship and application, and to assess individual growth in both scholarly content and form. Each student's performance in the course will be evaluated (and final course grade awarded) according to the individual student's growth documented in their portfolio.

Portfolio Content—75%

Portfolio Form—25%

OUTLINE

Session	Topic
1	Introductions and Overview of Course
2	The Concept of Leadership Read: Kouzes & Posner, xv-xxv and 3-31
3	The Search for Opportunity The Importance of Taking Risks Read: Kouzes & Posner, 35-87
4	Leaders, Managers, and Administrators Guest speaker
5	Situational Leadership Guest speaker
6	Creating a Shared Vision Read: Kouzes & Posner, 91-120
7	Teams and Team Building Read: Kouzes & Posner, 121-179
8	Personal Leadership Portfolios due
9	The Concept of Power Read: Kouzes & Posner, 180-206
10	Developing a Personal Leadership Credo Class presentations Read: Kouzes & Posner, 317-340

11	The Role of Values Guest speaker Read: Kouzes & Posner, 209-241
12	The Role of Ethics Read: Kouzes & Posner, 269-314
13	Managing Conflict Guest speaker
14	Next Age Leadership
15	Class Presentations Flex Time
16	Flex Time
17	Class Presentations Flex Time
18	Class Meeting at Joint College Conference, Ohio Expositions Center (optional)
19	Personal Leadership Portfolios due
20	Class Presentations Flex Time
21	Course Synthesis Evaluations
22	Student Cookout (optional)

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Ohio University

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Dynamics in Organizational Leadership

Educational Level: Undergraduate
Department: Student Activities Office and College of Education
Format: For-credit
Stand Alone

DESCRIPTION

The purpose of this course is to provide students an opportunity to apply theories of leadership to everyday practice, to understand the history of the study of leadership, to explore the relationship between personal awareness and reflection on growth in their leadership development, and to provide feedback from others on perceptions of the students' leadership effectiveness.

FORMAT

A seminar format will be used and special topics to be covered will include: the emerging paradigm of leadership theory, individual values, group-process values, and community/societal values. The course will be both lecture/discussion format and small-group experiential activities. This will be an interactive class; sharing opinions, ideas, and past experiences will be expected of the students.

TEXT

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Journals (10 points per journal)**—80 points**
Each student will be required to submit eight journal entries during the quarter in order to reflect and synthesize the theories and activities presented during class. These should be approximately three written pages.

Concept Comparison (10 points per week)**—100 points**
Each student will be required to make ten concept comparisons during the quarter in order to reflect principles presented during the class. All students are required to attend the psychology lab each week.

Reaction Paper—70 points
Each student will submit a reaction paper focusing on the in-class movie and considering the following guidelines:

- What is the leadership issue? Provide several personal examples/applications.
- How is the issue dealt with and resolved?
- How do you feel about the handling of the issue?
- What made it "right" or "wrong," and what other choices and actions might have been taken and why?
- Do any aspects of the Kouzes-Posner leadership framework apply?
- What lessons or insights about being an effective leader do you derive from this analysis?

The paper is to be three to five pages, typewritten, double-spaced.

Change Paper—150 points
Each student will select a current student organization in which he or she is an active member and submit a change paper evaluating the following question: "How has the student organization integrated the dominant and emerging

paradigms of leadership?" Additional information will be distributed about what to consider. The change paper is to be 10-15 pages, typewritten, double-spaced.

Group Project/Presentation (Analysis = 50 points; Presentation = 100 points)—**150 points**
Each group will select an intact organization and observe leadership and organizational behavior. The total grade for the group project will be based upon an analysis and the presentation of these observations. Self-evaluation, handouts, peer evaluations, and the instructors' evaluations all contribute to the overall grade of the project. Each group presentation will be 50-60 minutes in length and should include quality handouts and effective use of media.

OUTLINE

Session	**Topic**
1	Introduction to course; team building; expectations Take *Leadership Practices Inventory* (LPI) Distribute observer forms
2	Development of a working definition of leadership Lecture/discussion will focus on the history of the study of leadership Journal Discussion will include chapter 1
3	Lecture/discussion will focus on the emerging paradigm of leadership Collect observer forms Discussion will include chapter 2
4	Kouzes and Posner and student's LPI-self and other results Journal
5	Lecture/discussion will focus on the consciousness of self (talents, interests, aspirations, concerns, values, limitations, dreams, self-concept) Group project discussion Assign group project groups Discussion will include chapter 5
6	Lecture/discussion will focus on the consciousness of self (mindfulness/observe your behavior, state of mind) Journal Discussion will include chapter 4
7	Lecture/discussion will focus on congruence How does it feel when you act incongruently, when your behavior isn't congruent with your values and beliefs? Rosa Parks Discussion will include chapter 9
8	Lecture/discussion will focus on commitment Journal Discussion will include chapter 10
9	Lecture/discussion will focus on individual values Movie day
10	Lecture/discussion will focus on collaboration • Is it really possible to achieve true collaboration within a highly diverse group without sacrificing the individuality of its members? • Is it possible that collaboration can even be enhanced by diversity within the leadership development group? Analysis due Journal Discussion will include chapter 7
11	Lecture/discussion will focus on a common purpose Reaction paper due Discussion will include chapter 6
12	Lecture/discussion will focus on controversy with civility Journal Discussion will include chapter 8
13	Lecture/discussion will focus on group-process values
14	Lecture/discussion will focus on citizenship Journal Discussion will include the ten *Arts of Democracy*
15	Lecture/discussion will focus on change-value implications of social change Change paper due Discussion will include chapter 3
16	Lecture/discussion will focus on community/societal values Journal Discussion will include chapter 13
17-18	Group presentations
19	Summary of class

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Philadelphia College of Pharmacy and Science

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Leadership Development

Educational Level: Undergraduate
Department: Social Sciences
Format: For-credit
Stand Alone

INTRODUCTION

The purpose of this course is to provide exposure to leadership skills that can be applied in a wide variety of situations. This course is designed to assist students in furthering their abilities to lead others to get extraordinary things done. Students will have the opportunity to examine five practices and ten commitments modeled by good leaders. The course contains an experiential component designed for personal and professional self-development. Personal leadership, interpersonal communication skills, role-modeling, teamwork, and professional experience are integral components of this class.

TEXT

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.
Supplemental readings on reserve in the library.

REQUIREMENTS AND EVALUATION

Class Attendance and Participation—25%
The one-minute paper: All students are required to complete and turn in the one-minute paper at the end of each class.

Assignments
- **Article Reviews (2)—5%**
  Critical review of an article in a major publication that involves leadership. Should be no more than one page in length.
- **Technological Leadership Assignment—5%**
  Sign up as a member of at least one leadership-focused listserv. You are required to actively participate in the listserv and post at least two questions to the participants. A one-page summary and critique of the responses to each question must be prepared and distributed to the entire class. Be prepared to respond to any questions from the class.
- **Interview a Leader—15%**
  Choose a person who you believe exemplifies the principles discussed by Kouzes and Posner. Conduct an interview. Submit a list of potential interview questions to instructors for review at least one week prior to your interview date. Develop a paper describing how this person exemplifies the five fundamental practices of leadership using information obtained during the interview. Your paper should be four to six pages in length.

Group Presentation—20%
The group presentation serves a threefold purpose:
- To develop ability to effectively communicate ideas in a public forum.
- To develop teamwork and group-interaction skills.
- To obtain a deeper understanding of issues pertinent to the class.

Midterm Examination—20%

Final Examination—10%

OUTLINE

Session	**Topic**
1	Course Overview Read ch. 1
2	Developmental Theories and Theories of Leadership Read ch. 2, Handout
3	Search for Opportunities: Experiment and Take Risks Read ch. 3, 4
4	Communication Skills/Assertiveness Training
5	Personality—Myers-Briggs Type Indicator®
6	Group Dynamics Discuss presentation topics
7	Envision the Future; Enlist Others Presentation proposal due Read ch. 5, 6
8	Motivation of Self and Others Presentation proposal approvals returned Begin advisor meetings
9	Foster Collaborations; Strengthen Others Read ch. 7, 8
10	Leadership Integrity

11	Set the Example; Plan Small Wins Wellness/Personal Management Last day for advisor meetings Read ch. 9, 10
12	Goal Setting Detailed presentation outline due
13	Recognize Contributions; Celebrate Accomplishments Review for exam Read ch. 11, 12
14	Midterm Examination Outlines returned to students with comments
15	Presentation Skills
16	Professional Etiquette
17-20	The "ISMS"
21-27	Group Presentations
28	Final Examination

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Principia College

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Sports Management Leadership

Educational Level: Undergraduate
Department: Sports Management
Format: For-credit
Stand Alone

OBJECTIVES

- Explore basic theories and concepts of leadership.
- Identify personal leadership styles and skills and learn how to adapt and use them.
- Improve and expand one's range of leadership skills.
- Develop a personal approach to effective leadership at Principia and in the future by integrating personal leadership styles and experiences with leadership theory.

TEXTS

Bennis, W. (1989). *On becoming a leader.* Reading, MA: Addison-Wesley.

Bennis, W., & Nanus, B. (1985). *Leaders: The strategies for taking charge.* New York: Harper & Row.

Blanchard, K., Zigarmi, D., & Zigarmi, P. (1985). *Leadership and the one-minute manager: Increasing effectiveness through situational leadership.* New York: William Morrow & Co.

Covey, S. R. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon & Schuster.

Donnithorne, C., & Larry, R. (1994). *The West Point way of leadership: From learning principled leadership to practicing it.* New York: Doubleday.

Kidder, R. M. (1995). *How good people make tough choices.* New York: William Morrow & Co.

Phillips, D. T. (1993). *Lincoln on leadership: Executive strategies for tough times.* New York: Warner Books.

Tzu, S. (1989). *The art of war.* New York: Delacorte Press.

REQUIREMENTS AND EVALUATION

Class Participation—15%
Woody Allen once said, "Eighty percent of success is just showing up." Show up! Each day you attend class, you earn four points toward 15% of your midterm and final grade. Excused absences need to be cleared with the professor prior to class.

Reading Circle and Presentation—15%
Two groups will be assigned a leadership theory book to read and analyze. The group will develop a summary and instructional handout for the class and explain the major themes and high points to the class in a 15-20 minute presentation. The group will be assigned a grade for the presentation and accompanying paper.

Reflection Papers—20%
Reflection papers should draw on your own thoughts and experiences. You are expected to integrate what you are learning in class through readings, simulations, movies, discussions, and observations with your own personal experiences. Papers should demonstrate an analysis of your leadership perspective, giving evidence of leadership theory. Papers should be no more than two pages in length. The topics will be assigned as the course evolves.

Interview, Paper, and Presentation—25%
In this project, the goal is to interview a current leader to attempt to determine what factors or characteristics distinguish this person as a leader. Try to learn as much about this person's leadership style as possible. You are encouraged to ask about any other topics that are relevant to the study of leadership. A successful interview should reflect your own interests rather than consisting of a set of standard questions.

Final Project and Paper—25%

OUTLINE

Week	**Topic**
1	What Is Leadership?
	Simulation: Blind leadership
	Reflection paper
	Movie: *Hoosiers*
	Read: Bennis & Nanus
2	How People Become Leaders
	Simulation: Prisoner's dilemma
	Reflection paper
	Movie: *Norma Rae*
	Read: Bennis, *On becoming a leader*
3	Principles of Personal Development
	Develop a personal mission statement
	Speaker
	Read: Covey, *Seven habits*
4	Principles of Interpersonal Development
	Simulation: The new maps game
	Video: Lujan, *Cross-cultural communication*
	Read: Covey, *Seven habits*
5	Team presentations and papers
	Leader-interview teams selected and leader identified
	Movie: *Glory*
	Reading circles:
	Tzu, *The art of war*
	Blanchard, Zigarmi, & Zigarmi, *Leadership and the one-minute manager*
6	The Leadership of Abraham Lincoln
	Speaker
	Field trip
	Reflection paper
	Read: Phillips, *Lincoln on leadership*
7	From Learning Principled Leadership to Practicing It
	Simulation: Follow the leader
	Reflection paper
	Read: Donnithorne, *The West Point way of leadership*
8	Ethical Leadership
	Simulation
	Read: Kidder, *Tough choices*
9	Leadership in Action
	Leader interviews, presentations, and paper
	Speaker
10	Leadership Project
	Final project: "Two Eggs Can Fly"—Team building and competition
	"Two Eggs" analyze-and-review paper due at final exam

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Rice University

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Creating and Managing Change: Principles of Leadership

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Part of: Leadership Rice

INTRODUCTION

This course introduces students to leadership issues in ethics, rhetoric, and social change. It includes lectures on contemporary and historical perspectives of leadership and managing change, instruction in team dynamics and effective communications, and group projects on leadership issues.

TEXTS

Dostoevsky, F. *The Brothers Karamazov*.
Flower, L., & Ackerman, J. (1995). *Writers at work: Strategies for communications in business and professional settings*. New York: Harcourt Brace.
O'Toole, J. (1995). *Leading change: Overcoming the ideology of comfort and the tyranny of custom*. San Francisco: Jossey-Bass.
Shakespeare, W. *Henry V*.
Packet of readings.

EXPECTATIONS FOR ONLINE COMMUNICATION

It is expected that you have an e-mail account and check it at least once or twice weekly in order to facilitate communication with the course coordinators and instructors. Members of the class will be added to the Leadership Rice class announcement listserv and will receive copies of announcements from class via e-mail. Questions should be submitted to one of the three course coordinators. Course materials will be placed online by the end of the first week of class. Announcements and changes will also be posted online.

There is also an anonymous feedback form online should you wish to send feedback to the course coordinators anonymously. The course information may be accessed at: http://www.rice.edu/leadership.

REQUIREMENTS AND EVALUATION

Attendance in Class and Journals on the Reading as Assigned—15%

It is each student's responsibility to initial the attendance sheet in class and to turn in any short writings for class on time. This grade also includes attendance of at least two out-of-class lectures and one of two oral presentation lectures.

Take-Home Final Exam—20%

The final exam will consist of short-answer essays that will require students to discuss material from the entire semester.

Scaled Participation/Writing Grade from Group Sessions—60% overall

- Group writing assignments—40%
- Oral presentations and other skill development assignments—10%
- Final group scenario writing/presentation grade—10%

Individual Written Work for Group Case Study—5%

OUTLINE

Session	Topic
	SECTION 1: FOUNDATIONS OF LEADERSHIP: ETHICS AND AUTHORITATIVE GROUP DECISIONS
1	Introduction: Course; Sociological Issues and Leadership Read: Syllabus; course description; from course packet, S. Klineberg, "Making sense of our times: Five revolutionary trends"
2	Introduction to Ethical Dilemmas: "Glaucon's Challenge" Read: • Questions for one-page responses to readings and lectures—be sure to write at least two of these papers. • From course packet: selection from Book II of Plato's *Republic*—from beginning of Book II through end of section described in class.
3	Introduction of Tutorial In-class group paper exercise Discussion of group dynamics and how to write a position paper
4	Prisoner's Dilemma Group discussions Read from course packet: D. Parfit, *Reasons and Persons*, ch. 2 (sections 21-24); T. Nagel, "Ruthlessness in Public Life" reprinted in Nagel's *Mortal Questions*.
5	Introduction to Communication and Writing; Different Types of Writing; Issues of Team Work Read: Handouts—samples of letters and memos; *Writers at Work*, as assigned in class
6	Lecture Series on Ethics, Politics, and Society
7	Group Paper 1—Parable of the Sadhu Read from course packet: B. McCoy, *Parable of the Sadhu*
8	Voter's Paradoxes In-class group paper 1 due Read: Excerpt from Rice University 1992 faculty address to class of 1996; T. Nagel, "The Fragmentation of Value," in *Mortal Questions*
9	Moral Complexity and the Problem of Dirty Hands Read from course packet: A. Applbaum, "Professional detachment: The executioner of Paris," *Harvard Law Review*
10	Synthesis/Discussion of General Issues Discussion of group paper 1 Alaskan Adventure simulation—group dynamics and giving feedback
	SECTION 2: AUTHORITATIVE LEADERSHIP, COMMUNICATION, AND LANGUAGE
11	Dostoevsky and the Idea of Dirty Hands Read: "The Grand Inquisitor" in *The Brothers Karamazov*
12	How Language Determines Your Perspective Reading TBA
13	President's Lecture Series: Race Matters—Cornel West
14	Group Paper 2—School Vouchers in Texas
15	Research Strategies In-class group paper 2 due Reading TBA
16	Values-Based Leadership and Change Read: *Leading Change*, pp. ix-xix, 1-16, 19-38, 70-77, 153-170, 201-225, 239-261
17	Group Paper 3—Food Lion Case Analysis of group paper 2 Start thinking about topic for oral presentation for session 22
18	Heroes and the Language They Use: Rhetoric, Ethos In-class group paper 3 due Read from course packet: Excerpt from T. Petzinger, Jr., *Oil and Honor: The Texaco-*

Pennzoil Wars, pp. 271-272; Aristotle excerpts; chapter from N. Machievelli, *The Prince*

19 Public Speaking/Oral Presentations Session 1
Oral presentation assignments for session 22 tutorial
Students must attend either oral presentation session 1 or 2
Read from course packet: D. Barrett, "A Brief Guide to Effective Oral Presentations"

20 Public Speaking/Oral Presentations Session 2
Oral presentation assignments for session 22 tutorial
Students must attend either oral presentation session 1 or 2

21 Negotiations
Readings TBA

22 Videotaped Oral Presentations
Three- to five-minute oral presentations
Discuss group paper 3

23 Negotiation—Getting to Yes
Break into groups
Readings TBA

24 Cuban Missile Crisis
Film: *Missiles of October*
Read:

- From course packet: "The Cuban Missile Crisis as a study in leadership"
- List of characters and basis for discussion
- Viewing questions

25 *Henry V* as a Study in the Moral, Ethical, and Personal Issues of Leadership
Read: *Henry V*, Acts I-II; O'Toole, pp. TBA

26 *Henry V*
Film: Kenneth Branagh's *Henry V*
Read: *Henry V*, Acts I-II

27 Group Paper 4—"Is Henry a Good Leader?"
Choose preferences for group project

28 *Henry V*
Read: *Henry V*, Act V
In-class group paper 4 due

29 *Henry V*

30 Introduce Final Group Scenario Project/Case Study
Group defines problem
Self-assignments for individual position research, etc.

SECTION 3: GROUP LEADERSHIP AND HISTORICAL PERSPECTIVES

31 Women's Suffrage as a Historical Example of a Coalition and Its Demise
Read from course packet: A. Walker, "Advancing Luna," from *You Can't Keep a Good Woman Down*

32 Values-Based Leadership and the Failure of the Student New Left, 1962-1970
Film and readings TBA

33 James A. Baker III Lecture, Baker Institute for Public Policy

34 Discussion of Matusow; Continue Discussion of Student Leadership
Research strategies
Primary research on group scenario due; include 200- to 300-word summary and one to two pages of supporting outline and information

35 Case Study Research
Group members report on findings of case study research
Group decides how to proceed with project based on research
Readings TBA

SECTION 4: CREATING AND MANAGING CHANGE IN A CHANGING WORLD

36 Introduction of Section; Houston as a Microcosm for the Transformations of Late 20th-Century Society
Read from course packet: S. Klineberg, "Houston's Ethnic Communities"

37 Discussion of Houston Area Survey
Readings TBA

38 Final Proposal
Groups begin finalizing case study reports/proposals

39 Preparation for Session 40 Colloquium
Written case study proposal due

40 Colloquium on Leadership in Houston
Guest speakers
Oral presentations

41 Lecture Series on Ethics, Politics, and Society: "Democracy and Secrecy"—Dennis Thompson

42 Finalization of Case Study
Written reports
Oral presentations

43 Group Presentations I
Readings TBA

44 Group Presentations II

45 Final Exam and Evaluations
Group meetings with instructors for course evaluations

Creating and Managing Change: Case Studies in Leadership

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Part of: Leadership Rice

INTRODUCTION

This course is team-taught by a variety of community leaders who present themselves to students as case studies in leadership. Students will hear from several prominent local figures. The small seminar format of the class offers an intimate setting that allows students to interact personally with each speaker. Creating and Managing Change: Case Studies in Leadership closes with student-generated proposals that both fulfill the academic requirements of the course and complete the Leadership Rice experience. Working with a faculty mentor of his or her choice, each student is responsible for identifying and proposing a solution to a specific problem. In addition to providing grant writing, budgeting, and planning experience, these proposals offer students the opportunity to make a real change in the community.

TEXTS

Gardner, J. (1993). *On leadership.* New York: Free Press.
O'Toole, J. (1995). *Leading change: Overcoming the ideology of comfort and the tyranny of custom.* San Francisco: Jossey-Bass.
Additional articles and readings as appropriate.

REQUIREMENTS AND EVALUATION

Class Participation—10%
You are expected to attend class each week and participate actively and constructively in the class discussions.

Proposal—40%
The primary assignment in this course is a proposal for a new program or project that you would like to initiate. The proposal must demonstrate a vision, both in terms of identifying a problem and creating changes that produce a solution. The proposal must document that the problem is serious enough to warrant time, energy, and resources; must establish what solutions have been attempted and what their successes and failures have been; and must include a plan for how change will be accomplished. You will present and defend your proposal orally to the entire class. Each week you will write in your journal about your progress on your project and receive feedback from the instructors. In addition, other feedback opportunities from the instructors, your peers, and possibly others will arise during the semester. The final proposal will consist of a written proposal and an oral presentation of the proposal. The written proposal should be 10-12 pages. The final presentation will last approximately 30 minutes. The proposal and presentation will be graded by all four instructors, and the peer reviews will also be taken into consideration. Your final proposal should do the following: 1) document the problem, 2) research competing alternatives, 3) discuss how vision relates to the solution, and 4) discuss the feasibility and sustainability of your solution.

Weekly Journal—10%
You must keep a journal for the course, with a minimum of two entries each week. Entries should be typed and turned in each week. Each entry will be returned with feedback from the instructors. One entry must be related to the class meeting of that week and must address, at a minimum, two issues:

- Identify an example from the speaker's case history where a leadership approach that was used was successful but was one that would not have occurred to you.
- Identify an example from the speaker's case history where a leadership approach was used that would not be appropriate for your own style, and discuss your reasons.

The second entry must be related to your progress in developing your research proposal.

Midterm and Final Paper—20% each
There will be two papers required for this course. These will be focused on comparative analyses of the case study speakers and the readings for the course. With each paper, you should compare and contrast two issues and/or events that have been parallel between two of the speakers in the class. Your essay should consider how their leadership styles on each of these parallel issues are similar and different. You should also discuss how these decisions relate to the principles laid out in either Gardner or O'Toole. One of your two essays should include a discussion of your summer mentor's leadership style in relation to the other two leaders you are discussing. Finally, each paper should contain reflections upon your own leadership style. How would you have acted in the given situation? How does your leadership style compare and contrast? The first paper should be at least 5-7 pages. The second paper should be at least 7-15 pages.

OUTLINE

Session	Topic
1	Speaker from Rice University Department of Sociology
2	Speaker: Education Liaison to the Mayor

3	Speaker from Rice University School of Social Sciences Idea for project due
4	Speaker from Baylor College of Medicine
5	Speaker: Vice President for Corporate Strategic Planning, Compaq
6	Speaker from Baylor College of Medicine
7	Speaker from United Way of the Texas Gulf Coast Outline of project due
8	Speaker: Minister of Higher Education, Palestinian Authority
9	Speaker: Former President, Coca-Cola International Midterm paper due
10	Speakers from Rice University
11	Speaker: Former City Controller
12	Speaker: Vice-Presidential Candidate and Former Congressman Rough draft for project due
13	Event: Baker Institute for Public Policy Annual Conference, "Domestic Policy Challenges at the End of the Century"
14	Speaker: President of Rice University
15	Speaker: Ambassador to Israel and Director of the James A. Baker Institute for Public Policy
16-17	Final Oral and Written Presentations of Student Proposals Final paper due

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San Diego State University

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Leadership in Educational Settings

Educational Level: Undergraduate
Department: Counseling
Format: For-credit
Stand Alone

OVERVIEW

Lecture Session

This course provides an opportunity for students to explore a new model of leadership for the 21st century. This new model, A Social Change Model of Leadership Development, is a collaborative approach that at the same time values individual diversity. Some of the assumptions of this model are:

- Leadership is concerned with effecting change on behalf of others and society.
- Leadership is collaborative.
- Leadership is a process rather than a position.
- Leadership should be value-based.
- All students, not just those who hold formal leadership positions, are potential leaders.
- Service is a powerful vehicle for developing students' leadership skills.

This approach differs from traditional approaches to leadership that view leaders only as those who happen to hold formal leadership positions. A leader is someone who is able to effect positive change for the betterment of others, the community, and society. All people are potential leaders. Leadership involves collaborative relationships that lead to collective action grounded in the shared values of people who work together to effect positive change. The framework of this model and, consequently, this course are the following topics: collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, citizenship, and change.

Discussion Section

This leadership course is designed to help foster growth and learning in anticipation that you will be a leader on campus as well as in the community at large. The discussion section is run like a laboratory. We will be practicing many of the skills reviewed in the lecture section and engage in many discussions, role plays, and exercises.

OBJECTIVES

Lecture Session

This course is designed for students who are currently involved in student organizations and/or are interested in furthering the development of their own personal and professional leadership skills. In particular, the goals of the course are:

- To explore the philosophical issues of leadership.
- To allow students an opportunity to work together collaboratively and learn from each other.
- To help students identify different styles of leadership.
- To prepare students to deal effectively with change through creative problem solving.
- To assist students in the process of reflecting and learning from their own experiences.
- To provide students the experience of interacting with university and community leaders.
- To prepare students for making the transition from campus leadership to professional and community leadership.

Discussion Section

- To explore and practice the values of the social change model.
- To explore philosophical issues of leadership.
- To experience and learn leadership skills.
- To observe and practice leadership skills in real-life situations.
- To become more aware of oneself.

TEXTS

Astin, H., & Astin, A. (1996). *A social-change model of leadership development.* Los Angeles: Higher Education Research Institute, University of California.

Lappe, F., & DuBois, P. (1994). *The quickening of America: Rebuilding our nation, remaking our lives.* San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Lecture Session

Reflective Paper: "Culture Plunge" Experience—50 points

This assignment is designed to provide the opportunity for direct personal experience with culturally different people, lifestyles, and belief systems. Awareness of and sensitivity to differences (whether they are those of gender, race, religion, physical ability, etc.) are important for responsive and responsible leadership. Your culture plunge should be one that immerses you in an environment markedly different in ethnicity, culture, or lifestyle from your own. It must provide the chance for you to speak with people in that setting, so that you can reflect on this interaction in your essay. The plunge must take place this semester and be done specifically for this assignment. If you have trouble choosing a plunge activity, feel free to visit your instructor to discuss options. *Not* acceptable: foreign films, ethnic restaurants, etc. Your paper should reflect on your feelings, thoughts, and expectations before the activity; your interactions with the people there; and how the experience changed you:

- Length: Should be 3-5 pages, typed and double-spaced.
- Consultations: Each student should meet with the instructor well before the paper is due to discuss choice of topic as well as content and format of the paper.
- Format: The paper should be well organized and thought-out in advance, with an introduction, body, and conclusion. Organization, grammar, and spelling are important and will be considered in the grading process. Strong writing and organizational skills contribute to a leader's effectiveness.

Midterm Exam—125 points

Will cover first half of semester, both readings and lecture content.

Final Exam—125 points

Will cover second half of semester (noncumulative final), both readings and lecture content.

Discussion Section

Attendance, Participation, Pair Presentations, Leadership Development—100 points

Your participation in class will be graded based on the amount and level of your involvement as well as your observed growth and openness to learning. You will need to keep a weekly journal. This journal will be an opportunity for you to reflect on your experiences and feelings during this class. You need to e-mail the professor each weekly journal entry. A few weeks after class begins, pairs will be formed; each pair will be responsible for leading discussions for the final few lectures of the semester.

Group Problem-Solving Project—150 points

Learning to work toward a common purpose, resolve conflicts with civility, communicate, motivate, delegate, and solve problems in groups are some of the most important skills you can attain when learning to be a leader. This assignment will require you to work in a small group, using many of the skills you are learning during the semester to solve a problem on campus. In particular, you will be implementing the concepts outlined in the social change model. Small groups will be organized and required to identify a problem or need that currently exists in the community. The group will then: define the problem or need, research the issues, develop a creative yet realistic action plan, implement the plan, prepare a written report, and make a formal presentation to the class. Project outlines should include the following: a definition and explanation of the problem, possible solutions, ideas for implementation, and sources of information and research. Students are strongly encouraged to be professional and creative in their manner of presentation. Finished projects should be in the 15-25 page range. Part of this assignment involves group dynamics and how effectively you can work together as a team. Each student in the group will receive the same grade for the project.

Individual Critique—50 points

Each student will write his or her own critique of the group problem-solving process; this should be turned in the week before the group project is due and will be graded individually. This individual critique should be your evaluation of the group process. How well did you work together as a team? Did the group follow a logical method of creative problem solving? Did conflict arise? How was it worked out? Did everyone pull their fair share? Did a leader emerge in the group? Was the problem and subsequent solution realistic and workable? Was there enough research done? Was the project organized well? This paper should be typed and double-spaced. The strongest papers will include concepts and ideas taken from class, both lecture and discussion.

OUTLINE

Each week, students attend a lecture session and a small-group discussion section.

Week	Topic
1	Lecture: Course Overview Discussion: Discussion Section Overview/ Introductions Discussion of application of social change model
2	Lecture: Overview of Social Change Model Read: Astin, pp. 1-27 Discussion: Leadership Styles and Theories—LEAD Survey Model: Consciousness of Self and Congruence
3	Lecture: Consciousness of Self: Congruence and Commitment Read: Lappe, ch. 12; Astin, pp. 31-47 Discussion: Motivation/Teambuilding—Group Activities Model: Collaboration and Common Purpose
4	Lecture: Collaboration and Common Purpose Read: Lappe, ch. 11; Astin, pp. 48-58 Discussion: Group Work—Brainstorming Model: Commitment
5	Lecture: Mis-Communication Read Supplement/TBA Discussion: Working with Conflict—Activity/ Assessment Model: Controversy with Civility
6	Lecture: Controversy/Conflict with Civility Read: Lappe, ch. 10; Astin, pp. 59-64 Discussion: Meeting Management—Faculty Exercise Group Problem Solving—Winter Survival Model themes: Controversy with Civility, Collaboration and Common Purpose Group problem-solving project outline and timeline due
7	Lecture: Diversity Read: Supplement/TBA Discussion: Project Progress—Group Activity Model theme: Consciousness of Self
8	Lecture: Citizenship Read: Lappe, ch. 1-3; Astin, pp. 65-69 Discussion: Organizational Skills/Time Management—Assessment and Discussion Model: Consciousness of Self
9	Lecture: Midterm Exam Discussion: Group Project Work
10	Lecture: SDSU Shared Vision Read: Lappe, ch. 4 Discussion: Power and Influence—Hung Jury Model: Common Purpose and Citizenship
11	Lecture: Leadership and Our Government Read: Lappe, ch. 8 Discussion: Pair Presentations: Economy Discussion and Activity
12	Lecture: Leadership and the Media Read: Lappe, ch. 6 Discussion: Group Project Work
13	Lecture: Leadership and the Economy Read: Lappe, ch. 5 Discussion: Pair Presentations: Human Services and Media Discussion and Activity
14	Lecture: Leadership in Health and Human Services Read: Lappe, ch. 7 Discussion: Pair Presentations: Government and Education Discussion and Activity Individual critique due
15	Lecture: Leadership and Education Read: Lappe, ch. 9 Discussion: Group Project Presentations Group problem-solving project due
16	Lecture: Final Exam

EVALUATION

Introduction

The following is an analysis and evaluation of the course entitled Leadership in Educational Settings, taught at San Diego State University in the Counseling and School of Psychology Department. This report will include a brief description of the course, details of the exit survey administered to the students, and an analysis of the results of the survey. The course is a three-unit, upper-division course, which was evaluated by students at the end.

Exit Survey

A course review was given to each student, and they were asked to give a self-assessment of change along eight variables from the course. These variables were:

- To what degree were/are you aware of philosophical issues of leadership before taking this course . . . after taking this course? (Possible responses: No–Little–Some–Good–Complete)
- Please rate your ability to work collaboratively before taking this course . . . after taking this course? (Possible responses: Poor–Fair–Average–Good–Excellent)
- To what degree were/are you aware of different styles of leadership before taking this course . . . after taking this course? (Possible responses: No–Little–Some–Good–Complete)
- To what degree were/are you aware of your own leadership style before taking this course . . . after taking this course? (Possible responses: No–Little–Some–Good–Complete)
- How prepared were/are you to deal with change through creative problem solving before taking this course . . . after taking this course? (Possible responses: Poorly–Slightly–Somewhat–Very)
- How prepared were/are you to reflect on/learn from your own experiences before taking this course . . . after taking this course? (Possible responses: Poorly–Slightly–Somewhat–Very)
- Please rate your level of self-awareness before taking this course . . . after taking this course? (Possible responses: Low–Fair–Moderate–Good–High)
- Please rate your ability to make the transition from campus leadership to professional and community leadership before taking this course . . . after taking this course? (Possible responses: Poor–Fair–Average–Good–Excellent)

Other information provided by the student on the evaluation included club or organizational involvement, offices held, university major, overall GPA, class level, and gender.

Analysis and Evaluation

A Chi-square analysis was run for the degree of positive net change in self-assessment of the eight leadership skills by sex, officer standing, club involvement, class level, GPA, and college major. The results indicated a .05 significance for philosophical issues by sex. All other variables were not significant.

A Chi-square analysis was run for the self-assessment of eight leadership skills by sex, officer standing, club involvement, class level, GPA, and college major. The results indicated a .049 significance for different styles by sex, .046 for own style by sex, .01 for transitioning by officer standing, .0002 for working collaboratively by club involvement, .007 for own style by club involvement, .004 for self-awareness by club involvement, .009 for transitioning by club involvement, .003 for philosophical issue by class level, and .001 for reflection by class level. All other variables were not significant.

A Chi-square analysis was run on the self-assessment of the impact of the course by college of major. A .045 significance was found for the variable different styles, .024 for self-awareness, and .005 for transitioning. All other variables were not significant.

A Chi-square analysis was run on the most negative aspect of the course, omitting the category "other" by demographic categories. Class level indicated a significance of .009. All other variables were not significant.

A Chi-square analysis was run on the most positive aspect of the course, omitting the category "other" by demographic categories. College of major indicated a significance of .010. All other variables were not significant.

A frequency of responses for self-assessment of eight leadership skills was calculated including a Chi-square analysis for each. There was a p value of less than .00002 for awareness of philosophical issues of leadership, .003 for ability to work collaboratively, .030 for awareness of one's own style of leadership, .004 for preparation to reflect on/learn from one's own experience, .001 for rating of self-awareness, and .006 for ability to make the transition from campus to professional and community leadership. All other variables were not significant.

In summary, there was a significant increase in self-reported growth according to most of the measured criteria. However, there was very little significant difference among most of the demographic variables.

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Leadership for Learning Organizations

Educational Level: Undergraduate
Department: Agricultural Education
Format: For-credit
Stand Alone

OBJECTIVES

- Develop an understanding of systems language and archetypes.
- Be able to apply systems theory to organizational leadership.
- Examine their mental models of organizational systems.
- Gain competencies and skills of personal mastery.
- Gain competencies and skills of shared visioning and team learning.
- Develop systems-concept models of human organizations.

TEXT

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Currency/Doubleday.

REQUIREMENTS AND EVALUATION

Midterm—100 points
This examination will be multiple-choice and short-answer essay based on *Shared Vision, in the Fifth Discipline.*

Critiques (5)—20 points each
You will be expected to read five articles and write a one- to two-page critique for each. The critiques should include a summary of the article, how it relates to learning organizations, practical application, and your opinion of the writing. You may also contract to read one book during the semester in lieu of the five articles.

Term Project—200 points
As a class, your task is to evaluate Texas A&M University (TAMU) as a learning organization. According to Senge's definition, where is TAMU in the process of becoming a learning organization? In teams, you will conduct in-depth interviews and observations of all components at TAMU: administration, teaching faculty, research faculty, extension students, and matriculated students. Your team will compile your findings in a scholarly report and present the report to your clients. This report should include your evaluation of the present status of our institution and a plan of action to promote further growth as a learning organization.

Final Examination—100 points
You will be expected to assimilate material from the entire semester to propose a solution to a real leadership situation.

OUTLINE

Week	Topic
1	Introductions, Creating a Space
	Bohm's Model for Dialogue
	Shifting Paradigms
	The Newtonian-Scientific Paradigm
	Lab/Application: Teaching and learning dialogue; Mindwalk video
2	Disciplines of Personal Mastery
	Lab/Application: Personal vision and reality
3	Disciplines of Personal Mastery
	Lab/Application: Creative tension
4	Systems Theory
	Lab/Application: Conceptual mapping
5	Systems Language and Archetypes
	Lab/Application: Computer modeling
6	Principles of Team Learning
	Lab/Application: Facilitating team building
7	Principles of Team Learning
	Lab/Application: Diagnosing problems in teams
8	Mental Models
	Mechanisms for Reflection
	Lab/Application: The five whys
9	Mental Models
	Lab/Application: I thought I said
10	Interviewing and Observation
	Constructivist Evaluation
	Lab/Application: Development of interview instrument
11	Visioning and Organizational Theory
	Lab/Application: Perfect future
12	Visioning/Shared Vision
	Lab/Application: Visioning exercise
13	Project Presentations

Leadership Perspectives in Horticulture

Educational Level: Undergraduate
Department: Horticultural/Agricultural Education
Format: For-credit
Stand Alone

PHILOSOPHY

This course presents the theory of working in teams in a technical environment. The intent of this course is to allow the students to integrate leadership and teamwork into their technical background.

OBJECTIVES

- Identify scholarly theory that relates to group development, conflict resolution, building community, and developing commitment to the team.
- Integrate theory and design an application project.
- Develop an evaluation plan for team activity within a horticultural setting.

FORMAT

This course convenes for three weeks during the summer intersession. The course presents both team-development theory and technical-horticultural theory. The first two weeks of the course consist of intensive study of leadership and team-development theory and models. Students are in this classroom setting for 32 hours. The third week of the course is experiential activity where students learn the technical-horticultural content of the course. Students are in this experiential setting for 48 hours. This hour requirement is consistent with the university's lecture/lab hours for a 3-credit semester course.

REQUIREMENTS AND EVALUATION

Team Process Journal—50 points
Questions you may wish to address in your Team Process Journal are:

- What did you learn about yourself during the classroom discussion or simulation? What would you wish to do differently, if anything, in future group decision-making situations, based on the classroom experience?
- How would you assess the decision-making process of your team in relation to your own background, family and home experiences, or cultural background?
- What roles are you playing in your team? What roles do you typically not display? What roles do you feel uncomfortable assuming?
- How is the team progressing? What are the obstacles to your team functioning efficiently and effectively? What are the activities that are enhancing team effectiveness and efficiency?

Technical-Horticultural Journal—50 points
Questions you may wish to address in your Horticultural Journal are:

- How does the technical information relate to practices found in horticultural business, research, or education?
- How would you assess your development of horticultural information in relationship to the new theories presented?
- How do your horticultural skills integrate into new theories found in horticultural business, research, or education?

Team Briefing/Presentation and Team Plan for Horticultural Content Learning—200 points
For this application experience, student teams are formed. Each team designs and presents a brief concerning an assigned portion of the horticultural-technical content. The content for each presentation is explained in detail depending on the content of the course.

Two Content Examinations (100 points ea.)—200 points

OUTLINE

Session	Topic
1	Course introduction Theories of the new leadership paradigm
2	Theory of building community
3	The Joiner model Investigating models of information organization
4	Tuckman/Jensen theory of group development
5	Theories of team coaches and team sponsors Investigating theories of team process support
6	Model of team-process commitment Developing strategies to obtain team member commitment
7	Theories of conflict resolution Utilization of resolution and negotiation models
8	Models of effective team member discussion
9	Theories of educational briefings and presentations Integrating accepted educational practices into a horticultural presentation
10	Integrating team development theory with practice
11	Introduction to U.S. gardening history
12	Horticulture instruction: History of U.S. estate and botanical gardens
13	Tuckman/Jensen theory review Adjourning the team process

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Trinity Western University

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Leadership Theory and Practice

Educational Level: Undergraduate
Department: Interdisciplinary Studies
Format: For-credit
Stand Alone

OBJECTIVES

This course is designed for those students who wish to advance their understanding of leadership and the enhancement of their personal leadership skills, attitudes, and behaviors in keeping with the mission of Trinity Western University. It will do this by:

- Introducing students to the literature on leadership and the history of its theoretical construct.
- Enabling students to develop tools for assessing and developing their leadership abilities.
- Developing a Christian servanthood leadership model within the context of a Christian worldview.

The course requires participants to engage in: team-building exercises, self-assessment exercises, developing leadership presentations, analysis of case studies, and field research through interviews with four leaders in different organizations.

TEXTS

Maxwell, J. C. (1995). *Developing the leader within you.* Nashville, TN: Thomas Nelson.

Course pack that includes self-assessment instruments.

REQUIREMENTS AND EVALUATION

Essay—40%
Write a 15-20 page essay (exclusive of bibliography) evaluating the leadership style, failures, and accomplishments of a past or present leader.

Outline—10%
Write a two-page outline for leading a discussion on the leadership of a biblical character or a leadership skill demonstrated in biblical characters, or write a two-page book review of one of the optional textbooks.

Class Assignments—20%

Final Examination—30%

OUTLINE

Week	Topic
1	An Introduction to What Leadership Is and Is Not Evaluating the six main theories of leadership (Trait, Power and Influence, Behavioral, Contingency, Symbolic, and Spiritual)
2	How Different Leadership Styles Work for Different Situations and Organizations—Maxwell's five stages of leadership What makes leadership Christian—its theology and spirituality
3	Servant Leadership: From Greenleaf to Christian Dominant vs. Christian leadership: Understanding the difference Strengths and weaknesses of servant leadership
4	Gender in Leadership How leaders are developed
5	Visionary Leadership Maxwell's dream video—ten steps for building a dream vision
6	Strategic Planning Suffold text
7	Effective Communication—Especially Listening Skills Exercises
8	Conflict Resolution Making the tough decisions of leadership Case studies
9	Changing the Culture Delegating—why, to whom, when, and how Blanchard and Bennis on change
10	Team Building and Empowerment Team-building exercises Leadership assessment
11	Leadership in the New Organizational Paradigm Read Topic 3.4.
12	Why Leaders Fail and Succeed The costs and privileges of leadership

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Tulane University

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Women and Leaders

Educational Level: Undergraduate
Department: Women's Studies
Format: For-credit
Stand Alone

OBJECTIVES

Women and Leaders will explore the contexts of leadership and examine how those contexts affect women. Course content will include the evolution of leadership theory, popular literature and research on women's styles of leadership, the effects of organizational structures and organizational cultures on leadership, the development of leadership in individuals, and the responsibilities of leadership. Students should increase their understanding of leadership traditionally rendered by women, critically examine their own attitudes about leadership, and explore the meaning of the ideas and research presented for their own pursuits of leadership.

TEXTS

Astin, H. S., & Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco: Jossey-Bass.
Klenke, K. (1996). *Women and leadership: A contextual perspective*. New York: Springer.

REQUREMENTS AND EVALUATION

Reading quizzes—10 points
To facilitate informed discussion, six announced quizzes will be given during the semester. The lowest grade will be dropped. Makeup quizzes will not be given; if you are absent for a good reason, you may speak with the instructor about a compensatory assignment.

Written activities—10 points

Attendance at assigned speakers/activities—8 points
Up to eight points will be given for attending:

- Supply Chain Reengineering
- How to Be Heard
- Femininity and Female Colleges in the Antebellum South
- Women, Power, and Cyberspace
- Presidential Medicine

Midterm Exam—22 points
The midterm exam will be short-answer and essay questions testing the knowledge and understanding of all materials assigned up to that point as well as all material presented and/or discussed in class.

Paper 1—15 points
Each student should choose a setting (corporate business, nonprofits, higher education, politics, community activism, religion, athletics, health care, etc.) and write an 8-12 page (APA- or MLA-style) paper discussing the nature of that setting, how leadership is exerted in that setting, and the status of women in that setting. The paper should describe the historical context, but emphasis should be placed on what is happening now. Drafts turned in to the professor at least two class periods before the final paper is due will be returned to the student with general comments by the next class.

Paper 2—15 points
Women leaders will serve as resources to students for a second 8-12 page paper. Each student will interview a woman leader in the setting from Paper 1 regarding her experiences in that arena, leadership strategies that worked for her, and her advice for aspiring leaders in that setting. Students are expected to incorporate the knowledge from Paper 1 into the interview and Paper 2. Drafts turned in to the professor at least two class periods before the final paper is due will be returned to the student with general comments by the next class.

Class Presentation Based on Papers 1 and 2—10 points
Each student will present her findings from Papers 1 and 2 to the class, synthesizing and reacting to her findings. Presentations are expected to be interesting and engaging. Reading the texts of the papers is not adequate.

Final Exam—10 points
The final examination will be one essay or exercise. Students will be able to choose one of three topics. Topics will be announced at least two weeks before the exam time, and students may complete the exam outside of the scheduled exam period.

OUTLINE

Session	**Topic**
1	Introduction to Course Activity: • List the adjectives that apply to leadership. • List the activities of women. • List the activities that you are involved in.
2	Understanding Leadership Activity: List at least 20 instances of leadership you have observed over the last five days: identify the leader. Read Klenke, ch. 1 Coursepack: *Certain trumpets: The call of leaders*; artistic leader Martha Graham, antitype Madonna
3	Traditional Views about Women and Leadership Activity: List the messages you heard as a child about what women (or girls) should aspire to or about leadership, power, or authority. Read Klenke, ch. 2
4	Contemporary Frameworks of Leadership Practice quiz Read Klenke, ch. 3; *Women of influence*, ch. 1-2
5	Contemporary Frameworks of Leadership (cont.) Activity: In one page, describe the setting of an activity in which you are involved. Is it a formal or an informal group? What are the group goals? Who are the leaders? What is your role in the group?
6	Leadership and Management Quiz 1 Activity: Apply one of the following frameworks to the group you described above: Bennis, Bolman and Deal, Kouzes and Pozner, Astin and Leland, or Hersey and Blanchard. Read Klenke, ch. 4 Highly recommended: Nancy Amidei workshop
7	Library Day
8	Popular Literature Quiz 2 Activity: Look through a copy of a trade magazine for the setting you have chosen for your paper. Look at headlines, ads, and photographs. How are men portrayed? How are women portrayed? Bring three to five examples to class. Read Klenke, ch. 5
9	The Gendered Organization Quiz 3 Activity: Observe your group closely. What expectations do members of your organization or group have regarding masculine or feminine behaviors? Give specific examples. Read Klenke, ch. 6-7
10	Feminist Leadership Quiz 4 Coursepack: *The feminist case against bureaucracy*; The tyranny of structurelessness; Women, home, and community: The struggle in an urban environment
11	Women Changing the Contexts Coursepack: Women beat the corporate game; The class of '65; The feminization of leadership in state legislatures
12	Leadership among Women of Different Cultures and Class Read on reserve: *Developing leadership diversity in organizations* Coursepack: Transformative leadership for culturally pluralistic realities
13	Midterm
14	Counteracting Bias Coursepack: Appropriate interventions
15	Personal Qualities Activity: List the qualities of a woman you consider to be a leader. As a contrast, list the qualities of a woman you know whom you do not consider a leader. Read *Women of influence*, ch. 3-4
16	Personal Qualities (cont.) Paper 1 due
17	The Leadership Arena Quiz 5 Read Klenke, ch. 8
18	The Leadership Arena (cont.) Read *Women of influence*, ch. 3-4
19	Leadership in Various Settings/Student Presentations Activity: Describe three separate problems or successes your group or leader is having. Describe the factors that led to the problem or success.
20	Preparing for Leadership Coursepack: If your parents weren't perfect, or even good enough . . . messages to give yourself; Mentoring myths and realities: Thirty-eight ways to help women join the club
21	Preparing for Leadership (cont.) Paper 2 due: • Describe the person interviewed—who she is, why she is a leader. • What three to five points most stand out about her life or about the interview? • (Arbitrary) How do these points compare with ideas talked about in class? • How does this compare to class readings? • How do these points compare with what you learned about the setting?

- What is your reaction to what she said? What meaning does it have for you personally?
- (Optional) Attach your list of interview questions as an appendix.

22 Continuing to Learn
Quiz 6
Coursepack: Leadership is developed through education and experience
23 Continuing to Learn (cont.)
24 Final Examination
(To be done outside of the classroom and turned in on last day of class. Grade will be based on quality of writing, as well as depth of content.)
Choose one:

- In the style of Jamaica Kincaid's *Girl*, write the messages you can give your daughter, yourself, or other women (1-2 typed, double-spaced pages).
- Synthesizing class assignments, discussions, and presentations, write personal leadership creed (1-2 typed, double-spaced pages). Style should be one of formal prose, yet content should be personal. The following elements must be included, but you are not limited to just those elements:
  - What leadership is.
  - Your goals for your own leadership.
  - The principles that your leadership will be based on.
  - An assessment of yourself (affirmative, with recognition of your growing edge).
  - Strategies for reaching your goals.
  - How you see your responsibilities regarding helping others to be leaders.
- Summarize the presentations made by class members about the women interviewed. Discuss three to five common themes of advice and strategize how you might apply these themes.

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United States Military Academy

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Future Paradigm of Leadership

Educational Level: Undergraduate
Department: Department of Behavioral Sciences and Leadership
Format: For-credit
Stand Alone

INTRODUCTION

Since this course is provided during the second-class year, we expect cadets to have reached a relatively high level of intellectual development. Instruction is designed that targets higher levels of cognitive complexity (e.g., synthesis, design, analysis, evaluation). Cadets at this stage of development ought also to have internalized responsibility for their own learning, and the instructor role should be more facilitative than tutorial or didactic. Future Paradigm of Leadership (PL300) builds on knowledge of human behavior learned in PL100, and this is a major design consideration in terms of entry-level expectation. The long-term aim is to make explicit and transparent linkages between PL100 and PL300, and acknowledge a two-course sequence that provides future military leaders with a broader and deeper understanding of human behavior. Additional entry-level expectations are: cadet experiences in many other military leadership situations, including, among others, third-class team leader and other noncommissioned officer chain-of-command positions. PL300 is situated in the curriculum in junior year to permit cadet reflection on significant prior leadership experiences, as well as to develop a personal and proactive approach to leadership in the Corps of Cadets and the Army. PL300 is an integral part of the overall Cadet Leadership Development System (CLDS) at West Point.

Human individual and social behavior is viewed from the perspective of the focal leader. Leadership is defined as a reciprocal process of influence between leaders and followers directed toward achievement of organizational goals. Exercise of direct leadership is the focus of the first three levels of analysis: individual, group, leader. At the organizational/environmental level of analysis (level four), focus shifts to organizational, environmental, and societal factors that constrain and/or facilitate exercise of direct leadership. Leadership situations and case studies are developed by military faculty to demonstrate relevance of concepts and theories to contemporary Army leadership challenges. Cadets are often placed in the roles of cadet leaders and junior-company grade Army officers, and are required to demonstrate mastery of area and course goals. The point of view is balanced to provide perspectives that inform leaders about how to solve existing organizational problems, as well as to anticipate motivational and performance problems through development of proactive or preventive leader plans.

PURPOSE

The course purpose is to inspire cadets to develop an informed, systematic, and dynamic approach to leading in the Army. The inspirational component of the purpose reflects a desired outcome of cadet motivation to eagerly anticipate leadership challenges they will encounter as cadets at West Point and as junior officers in the Army. This course is meant to inform future leaders by exposing them to the breadth of behavioral- and social-science theories that have potential application and relevance in the exercise of leadership. The term *systematic* relates specifically to presenting and exercising a leadership approach that causes leaders to develop a holistic appreciation for the complexity of leadership challenges, as well as appreciation for the interactive and causal nature of variables located at different levels of analysis. The bottom line is that we want cadets to think through second- and third-order leadership effects before they act. The term *dynamic* refers to the need for cadets to thoughtfully evaluate their own leader efforts and continuously refine their approach based on feedback from their exercise of leadership. This course is meant to be only the beginning of a lifelong learning process that integrates formal study and application of leadership in the Army.

Upon graduation from this course, you should be able to:

- Given a leadership situation, use your understanding of the behavioral sciences to identify what is happening, account for what is happening, and formulate leader action to address observed or potential leadership challenges.
- Integrate insights gained from your understanding of the behavioral sciences with your personal experiences to develop a personal approach to leading in a culturally diverse Army. The environmental context within which the Army will operate is assumed to be volatile, uncertain, complex, and often ambiguous.

GOALS

- Integrate theory and practice to develop a synthesized and coherent leadership philosophy.
- Demonstrate relevance of course content to future military challenges.
- Promote proactive, creative, and innovative approaches to problem solving.
- Prepare cadets to deal with uncertain, complex, ambiguous, and volatile leadership situations.
- Inspire cadets to a lifelong study and application of leadership.
- Motivate cadets to look forward to leadership challenges they will encounter as cadets and junior military officers.
- Contribute in a significant way to the academy goals of understanding human behavior and cultural awareness.

EXPECTATIONS

- Cadets are expected to have prepared for class the PL300 Course Guide study requirements. To reinforce this expectation, instructional strategies are developed that assume cadets have effectively prepared for class.
- Cadets are expected to be interactive with instructors and their classmates. Scheduled class periods are opportunities for active and experiential learning based on the learning objectives assigned for the lesson.
- Cadets accept primary responsibility for their learning. Instructor evaluation of students learning objectively reflects cadet motivation and ability to master course concepts.
- Cadets are expected to be open to new ideas and display consideration for others expressing differing perspectives.
- Cadets exhibit characteristics expected in all USMA classrooms: discipline, respect, motivation, thirst for learning, and adherence to all Army values.
- Characteristics of the course specifically related to the student role are:
  - Inspire cadets to lifelong study and application of leadership.
  - Motivate cadets to look forward to leadership challenges they will encounter in the Army.
  - Engage, energize, excite, and challenge cadets through classroom experiences and evaluations.
  - Improve communication skills of reading, writing, speaking, and listening.

COMPONENTS

Balanced interdisciplinary coverage of behavioral and social science across four levels of analysis: individual, group, leadership, organizational/environmental. Course content emphasizes the importance of considering concepts and theories from all behavioral-science disciplines (psychology, social psychology, leadership studies, management, sociology) at each level of analysis. A specific consideration in content selection is acknowledgment of cadet achievement of mastery of the PL100 curriculum. Theories and concepts are selected based on their assumed relevance to leadership challenges cadets face, have faced, and will face in the future. An annual assessment program, conducted by the PL300 faculty (Course Development Workshop) is the forum to modify and refine course content to ensure continuing relevance.

Focus is on cadet understanding of concepts, theories, and ideas that can be applied to past, present, and future leadership challenges. A selected number of lab periods are scheduled throughout the course that focus on critical skills thought necessary for effective leadership practice. Course strategies for these lab periods are guided by tenets of experiential learning.

The Model of Organizational Leadership (MOL) is the organizing framework for course content. The systemic dynamics of this model, especially interdependence, are emphasized and evaluated progressively throughout the course. Specific learning objectives that aim at increasing cultural awareness of cadets are integrated into course content and evaluated based on criteria established for this academy goal.

Key characteristics of the course especially related to course content are:

- Demonstrate relevance of course content to future military challenges.
- Promote proactive, creative, and innovative approaches to problem solving.
- Develop and challenge critical-thinking skills at high cognitive levels of understanding.
- Select theoretical frameworks that are easily translated to specific leader actions in a military context.
- Provide breadth of behavioral-science concepts across multiple levels of analysis.
- Contribute to academy goal of understanding human behavior.
- Contribute to academy goal of cultural awareness.
- Improve communication skills: reading, writing, speaking, and listening.

EVALUATION

Cadet evaluation of mastery is achieved through use of multiple and varied evaluation instruments that increase in complexity and uncertainty as the course progresses. As a significant part of the overall evaluation system, instructors are given significant latitude to develop complementary evaluation instruments that reinforce desired motivational and learning outcomes. Standardized evaluation instruments are developed by the PL300 committee and used to measure cadet success in achieving area outcomes. These standardized instruments are developed consistently with principles of Systematic Design of Instruction (SDI) and are evaluated based upon student achievement of specific course objectives. The Term End Examination (TEE) is designed to assess comprehensive abilities of students to achieve the course purpose and goals. Development of criteria for common evaluation instruments is a PL300 committee process.

A goal of the evaluation system is that cadets will perceive the evaluation process as fair, legitimate, and relevant to the course purpose and goals. Extensive use of instructor feedback is key to achievement of this outcome, and instructors are expected to program this aspect of teaching in their schedules. The evaluation process over the semester reflects the expected progressive sophistication of cadet intellectual development. Evaluation stimuli become more complex and uncertain as the course progresses. By the end of the course, cadets are expected to be able to synthesize course content in development of a coherent, realistic, and informed personal leadership approach or philosophy. In this task, they are expected to exhibit creative and innovative approaches to problem solving and problem prevention. They are also expected to develop and illustrate critical-thinking skills at the higher cognitive levels of understanding.

Characteristics of the course specifically related to evaluation are:

- Integrate theory with practice to develop a synthesized and coherent leadership philosophy.
- Promote proactive, creative, and innovative approaches to problem solving.
- Develop and challenge critical-thinking skills at higher cognitive levels of understanding.
- Prepare cadets to deal with volatile, uncertain, complex, and ambiguous leadership challenges.
- Improve communication skills of reading, writing, speaking, and listening.

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University of Alberta

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Leadership Education and the Residence Community

Educational Level: Undergraduate
Department: Educational Psychology
Format: For-credit
Part of: Housing and Food Services' Learning Through Leading Program

INTRODUCTION

The course introduces students who have assumed leadership positions in the residences to the issues and concerns that will confront them. The course emphasizes skill development for students interested in making a contribution to their communities and assists them in acquiring abilities that will improve their leadership effectiveness. Leadership issues and topics will also be examined from the perspective of their prominence and relevance in the student community. Issues, topics, and skills will have a personal wellness focus. Wellness will be considered as both a health issue and also as a matter of life quality. Wellness will be considered part of the thinking student's career interest, emotional composition, and also a reflection on social, economic, and spiritual prospects with a view toward living and leading skillfully and artfully.

The focus of the course is threefold:

- Introduce student leaders in residence to the theoretical underpinnings of current residence life and leadership practices.
- Acquaint student leaders with the skills and responsibilities associated with various leadership positions.
- Allow student leaders to share concerns, problem solve, and network with their colleagues in the other communities, thus assisting them in becoming more effective in their leadership positions.

CONTENT OVERVIEW

Theory and Practice
History of residence halls
Student development theory in residence
Student leadership in residence
Programming in residence
Contemporary issues

Personal Development
Personal wellness
Time management
Stress management
Study skills

Leadership Development
Peer counseling
Interpersonal communication
Team building
Confrontation and conflict resolution

REQUIREMENTS AND EVALUATION

Self-Assessment Assignments—30%
Students will be required to submit two/three self-assessment assignments. These assignments may examine leadership issues that have arisen in their residence experience, detailing how these problems were dealt with. Alternately, these assignments may use class discussion topics to self-reflect on a student's own leadership capabilities in a more general sense, and how they see their leadership skills developing. For students registered in Ed Psy 397, two self-assessment assignments are required. Students registered in Ed Psy 497 will be required to complete three self-assessment assignments.

Seminar—20%
A concise 30-minute group seminar presentation and a subsequent discussion on one aspect of leadership is required. The topic for the presentation must be related to residence life or the student community. The topic must be submitted for approval to the course instructor.

Journal—15%
Students will complete, on a regular basis, a personal journal detailing experiences they encounter in their leadership position. Alternately, class discussions may be used as a starting point for reflections in the journal. Although journals will be submitted monthly for feedback, those entries of a private and confidential nature will be so noted and not be read by the instructor.

Final Exam—35%
The exam will evaluate students on lecture material, topics covered during class discussions, and required readings.

Students will receive the exam questions prior to the final to allow for comprehensive preparation.

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University of Charleston

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Issues in Involvement: Experiential Learning

Educational Level: Undergraduate
Department: Student Activities
Format: Varies
Stand Alone

PURPOSE

The purpose of this course is to provide students with exposure to and opportunities for community involvement. The course will enable students to learn about what true community involvement is, how it is accomplished, and how each one of us in society plays a role. The combination of experiences and workshops will further plant the seeds for enriching, educational, and positive experiences at the University of Charleston (UC). In this course, we will explore the topics of service leadership and examine our own beliefs, attitudes, and styles.

OBJECTIVES

- To develop an understanding of the concept of service leadership.
- To examine firsthand how leaders function in particular contexts.
- To understand the leader-follower relationship within nonprofit organizations.
- To help students see the value in service leadership in larger societal contexts.
- To enable students to become change agents on campus.
- To broaden students' definitions of leadership, community, and service.
- To conceive, develop, and implement projects on campus that benefit the student body.
- To develop connections to UC and the community.

FORMAT

The general format of the course will consist of one workshop per week dealing with particular fundamental leadership and service topics and one hour per week of class time. Class time will consist of in-and-out-of-the-classroom activities and projects. Due to the experiential nature of this course, we will have several class periods where we will not meet in lieu of a particular assignment. We will, however, use the class time we do have to process, discuss, and work on assignments. The course is collaborative in nature, and all of us have an equal amount of responsibility in creating a nurturing and shared environment. Although there are certain parameters (i.e., requirements, assignments, etc.) within the course, flexibility and uniqueness as the course progresses will be encouraged and fostered.

REQUIREMENTS AND EVALUATION

Journal—100 points
You are required to keep a journal for this class. The journal is a place for you to reflect upon the classes, workshops, and experiences that you deal with on a weekly basis. You are asked to record a minimum of one page per entry on your impressions and thoughts after completing classes and workshops each week. The journal will be collected periodically during the semester. Remember, these journals show how you are progressing in the program, and how your experiences in the program and at UC are affecting you. Effective leadership involves making connections—do not be afraid to reflect and make connections. Be as creative and individualistic as you like when writing entries—ultimately the journal will serve as a chronicle of your growth, involvement, and experiences as a first-year UC colleague.

Shadow Experience—100 points
This is your chance to experience what it feels like to be a community leader making a difference in the real world. You are required to shadow a community leader here in the Charleston area for a day. This experience will enable you to be in the shoes of community change agents. You will be able to go to meetings with them, learn about why they do what they do, and meet the people they interact with on a

daily basis. After your experience, you are required to reflect upon it in your journals. Your journal entry should be no less than three pages long, and you should discuss not just what you did, but how you felt in regard to leadership, service, and community during and after the experience.

UC Project—100 points
As part of class this semester, we will all be discussing and examining various issues that are pertinent to students here on campus. You will be asked to divide into groups, and each group will be charged with taking one of these hot issues and developing a positive forward-moving plan or resolution to deal with this issue. For example, perhaps a major student issue is food selection in the cafeteria. Your group could meet with food service and develop a creative way to provide a larger selection of food. If a hot issue is campus safety, your group might work with campus security and create a crime-watch campaign in the residence halls or a rally or march to draw attention to the issue of crime in our society. Whatever the issue, you are asked to "take the ball and run!" You are required to work with others in a collaborative, positive way. Good leaders are those who see areas of improvement and work with others for a positive change. This project will be graded on: 1) relevance of selected issue to UC students, 2) degree of collaboration in working on resolution, 3) planning and organization, and 4) impact. You are not expected to make the earth move; however, you are expected to substantively contribute to the overall campus culture by working on a particular issue—even if that substantive contribution is that you at least generated ongoing discussion and awareness of an issue.

Self-Evaluation—100 points

Workshop Participation—100 points

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University of Delaware

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Leadership, Integrity, and Change

Educational Level: Undergraduate
Department: Consumer Studies
Format: For-credit
Stand Alone

PURPOSE

- Prepare you for positions of leadership and responsibility in the university and throughout your life.
- Help you understand that leadership today is not just exercised by those at the top, but by individuals at all levels of the organization.
- Help you explore the concept of leading with integrity—to act in a way consistent with your personal beliefs and ethical values.
- Help you understand the change process and how it affects individuals, groups, and organizations.

TEXTS

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future: New visions, strategies, and practices for the next era.* San Francisco: Jossey-Bass.
Kouzes, J., & Posner, B. (1995). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.

REQUIREMENTS AND EVALUATION

Class Participation—50 points
Organization Observation Journal—50 points
Four-Page Paper on Concept of Change—60 points
Four-Page Paper on Concept of Integrity—60 points
Leadership Project Report and Presentation—80 points
(Group grade combined with individual grade)
Portfolio of Leadership Skills—100 points

OUTLINE

Session	Topic
1	Importance of the Course Introduction to the course Purpose, schedule, goals, requirements, expectations
2	What Does Leadership Mean? Read Kouzes, ch. 1; Hesselbein, ch. 12
3	What Are Common Characteristics of Effective Leaders? Read Kouzes, ch. 2
4	What Is Your Leadership Style? Saturday, day-long retreat
5	What Are the Difficulties of Leadership? How Do You Get Ideas/Help from Others? Match student mentors and senior mentors Read Hesselbein, ch. 22
6	What Does It Mean to Follow? How Do You Participate in Student Organizations? Join an organization Read Hesselbein, ch. 13
7	What Skills Do You Need to Develop to Be an Effective Leader? Determine competencies Read Hesselbein, ch. 14
8	How Do We Take the Risk to Create Change? Assignment: Paper on change Read Kouzes, ch. 3-4
9	How Can We Examine Problems? Read Kouzes, ch. 5
10	Presentations of Campus Concerns
11	Strategies and Compromise: How Do We Decide on a Project? Read Kouzes, ch. 6
12	How Can You Be an Effective Participant/Leader? Organize project groups Read Kouzes, ch. 7-8
13	How Do You Run an Effective Meeting? Paper on change due
14	What Are Some Ways to Handle Conflict?
15	Project Work
16	Should I Lead with My Head or My Heart? Journals due Assignment: Paper on integrity Read Kouzes, ch. 9
17	Learning to Communicate Effectively: How Can My Voice Be Heard?
18	There Doesn't Appear to Be a Clear-Cut Right or Wrong. What Should I Do?
19	If There Is an Easy Way Out, Should You Take It?
20	Getting Things Done: How Can You Motivate Others? Read Kouzes, ch. 10
21	How Can You Communicate Your Vision? Paper on integrity due
22	How Do You Prepare a Presentation? Make appointments for portfolio review
23	Taking Stock: Presentations Journal due
24	Presentations of Group Projects Portfolio due
25	Presentations of Group Projects (cont.)
26	Celebrating Accomplishments: Are We Leaders Now? Read Kouzes, ch. 11-12
27	What Did You Learn About Leadership? Read Kouzes, ch. 13

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University of Iowa

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Introduction to Leadership

Educational Level: Undergraduate
Department: Planning, Policy, and Leadership, College of Education
Format: For-credit
Stand Alone

DESCRIPTION

The class will provide an introduction to leadership and life skills that will have day-to-day applications. It will aid students in the development of personal and professional goals and management.

GOAL

To create/develop leadership skills for the future.

OBJECTIVES

- Increase students' personal and leadership knowledge in life-skills areas.
- Develop and improve students' skills in the areas of communications, group dynamics, team building, and other related areas.
- Enhance the students' understanding of themselves and how they relate to others.
- Develop the students' ability to integrate and apply skills to current and future leadership situations.
- Challenge students to think critically.

TEXTS

Beals, M. (1995). *Warriors don't cry: A searing memoir of the battle to integrate Little Rock's Central High.* New York: Pocket Books.

Covey, S. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon & Schuster.

Hansen, J., & Canfield, M. (1995). *The Aladdin factor.* Los Angeles: Berkeley.

Sasson, J. (1997). *Princess: A true story of life behind the veil in Saudi Arabia.* New York: Avon.

EVALUATION

Participation—20 points
Journal—20 points
Goals for the Future—40 points
Resume (preparation for the future)—20 points
Test 1—70 points
Test 2—40 points
Quizzes 1, 2, 3, and 4—20 points
Reaction Papers to *Princess* and *Warriors Don't Cry*—20 points (10 points each)
"What Is a Leader?" (Group Presentation)—50 points

OUTLINE

Session	Topic
1	Review Syllabus; Class Expectations; Get Acquainted Split into discussion sections
2	Meet in Discussion Sections
3	Wellness Model; Goal Setting First journal due
4	Goal Setting Resume 1 due Read Sasson, pp. 1-72
5	Paradigms and Habit 1 Read Covey, pp. 13-95
6	Paradigm Exercise and Be Proactive Quiz 1 Read Sasson, pp. 73-148
7	Habits 2 and 3 Read Covey, pp. 96-182
8	Putting First Things First Mission statement exercise Goal setting 1 Read Sasson, pp. 149-202
9	Finances (Money for the Future), Loans, Investing, Buying
10	Resume 2 Due Quiz 2 Read Sasson, pp. 203-232
11	Habits 4 and 5 Read Covey, pp. 183-261
12	Think Win/Win Seek-first-to-understand exercise
13	Habits 6 and 7 Read Covey, pp. 261-284
14	Synergize Exercise Goal setting 2
15	*Seven Habits of Highly Effective People*
16	Review of the *Seven Habits*
17	Exam over Covey
18	Sharing of Goals and Resume Read Beals, pp. xvii-75
19	Read Hansen & Canfield, Pts. I and II, pp. 7-120
20	Five Barriers Exercise Quiz 3 Read Beals, pp. 76-154
21	Guest Speaker
22	Final Resume Read Beals, pp. 155-230
23	Read Hansen & Canfield, Pts. III and IV, pp. 121-265
24	Final Goals Quiz 4 Read Beals, pp. 231-312
25	Test over *The Aladdin Factor*
26-30	The Leaders of Tomorrow Presentations—What is a leader?

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University of Maryland

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Advanced Leadership Seminar

Educational Level: Undergraduate
Department: Student Affairs and College of Education
Format: For-credit
Stand Alone

INTRODUCTION

This course is intended to provide students with a greater understanding of and appreciation for leadership as a process along with various factors influencing that process. The course requires students to analyze and synthesize the concept of leadership using cultural, ethical, sociological, and historical perspectives. Exploration, reflection, synthesis of personal values, decision making, and ethics will take place in course activities along with an in-depth analysis of various themes of leadership, with a particular focus on social change. The course is intended to assist students in their own leadership development while in college and in preparation for participation in career and community activities.

PHILOSOPHY

The field of leadership studies continues to refine itself as theorists and practitioners clarify their understanding of the nature of leadership. This course considers leadership as a process of influence exercised by people, regardless of position, who seek to change the status quo in order to meet their shared needs.

OBJECTIVES

- Construct a personal philosophy of leadership that emphasizes process over position.
- Apply critical thinking to leadership practices.
- Compare and contrast traditional and emergent paradigms of leadership.
- Analyze historic methods used to create social change.
- Describe the components of a model of social change.
- Identify and discuss ethical dilemmas in one's life and community.
- Distinguish between appropriate and inappropriate uses of power.
- Develop a personal mission statement that reflects awareness of values.

TEXTS

Hartwick Classic Leadership Case. (1993). *Mahatma Gandhi*. Oneonta, NY: Hartwick Humanities in Management Institute of Hartwick College.

Hartwick Classic Leadership Case. (1993). *Malcolm X*. Oneonta, NY: Hartwick Humanities in Management Institute of Hartwick College.

Higher Education Research Institute. (1996). *A social-change model of leadership development*. Los Angeles: University of California.

Mankiller, W., & Wallis, M. (1993). *Mankiller: A chief and her people*. New York: St. Martin's Press.

Margolies-Mezvinsky, M. (1994). *A woman's place: The freshmen women who changed the face of Congress*. New York: Crown Publishers.

Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages*. Lexington, MA: Lexington Books.

The Washington Post Sunday edition, or equivalent.

Additional readings as assigned.

REQUIREMENTS AND EVALUATION

Preparation for Class—15%

Weekly News Discussions: Review the Sunday *Post* or equivalent news source for articles that address various aspects of leadership, including ethics, persuasion, communication, power, values, and change. On some weeks, a specific theme will be highlighted, and you will be asked to look for an article that exemplifies that theme. Bring at least one article each assigned week, and be prepared to summarize and discuss its significance. Due throughout the semester.

Leadership Definition Paper: Prepare a brief paper (at least one page) in which you define leadership as you understand it.

Case Study Papers—3 at 10% each

For each case study, prepare a paper (at least three pages) in which you analyze the leadership methods employed. The instructor will prepare a few questions from which to choose, or you can decide on your own topic, as long as it reflects thoughts on leadership in relation to the person studied.

Philosophy of Leadership/Personal Mission Statement—15%
Prepare a paper (at least three pages) in which you expand on your original leadership definition and explore how your life will incorporate this philosophy, taking into account your values and plans for the future.

Integrative Paper—30%
Prepare a culminating paper (at least eight pages) that synthesizes your learning from this semester, including mention of all three cases studied.

Class Participation—10%

OUTLINE

Session	**Topic**
1	First Class Day, Introductions, Expectations
2	Wilma Mankiller Leadership definition due Read: *Mankiller*, Introduction, pts. 3-5, 7, 9
3	Wilma Mankiller Lecture
4	Wilma Mankiller (cont.) Case study paper due Read: *Mankiller*, pts. 11-13, Epilogue
5	What Is Leadership? News item due Read: Wren, ch. 1, 4, 7, 15, 18, 48-50, 52
6	A Model for Social Change News item due Read: Guidebook, pp. 16-73
7	Gandhi News item due Read: Gandhi case study
8	Gandhi (cont.) Case study paper due Read: Case studies
9	A Model for Social Change (cont.) Due: News item and preparation for activity Read: Case studies
10	Malcolm X News item due Read: Case studies
11	Malcolm X (cont.) Case study paper due
12	Traits, Characteristics, and Other Factors News item due Read: Wren, ch. 17, 23, 24, 29, 41, 43
13	Women as Agents of Change Philosophy/mission statement due Read: Margolies-Mezvinsky handout
14	The Big Picture Outline of final paper due Read: Wren, ch. 36-37, 59, 60, 64
15	Potluck at the Corn Palace News item due
16	Integrative Paper Due

Introduction to Leadership

Educational Level: Undergraduate
Department: Student Affairs and College of Education
Format: For-credit
Stand Alone

INTRODUCTION

This course is designed to introduce students to the concept of leadership as a field of study through the work of many influential writers; to teach students the fundamental elements of effective leadership; and to demonstrate the importance of leadership in their chosen careers, their communities, and society in general. Additionally, the course is intended to prepare students to assume responsibilities of leadership and to understand widely practiced leadership concepts.

GOALS

The primary goal of this course is the exploration of a multidimensional approach to leadership. As members of this class, students will:

- Understand leadership as a process.
- Gain knowledge of the scholarship of leadership, including theories, definitions, research, historical perspectives, and trends.
- Gain exposure to the practice of leadership by studying real people.
- Gain exposure to various approaches to leadership and issues of difference as they relate to leadership.
- Engage in leadership.
- Experience leadership as a group process—they will learn each others' names, create an inclusive environment for all members of the class, and learn to work more effectively as group members.
- Understand various spheres in which leadership operates.
- Study leadership in organizations and systems.
- Engage in positive learning experiences, so that all students feel challenged to learn in an environment that is comfortable and supportive.

PHILOSOPHY

The field of leadership studies continues to refine itself as theorists and practitioners clarify their understanding of the nature of leadership. Introduction to Leadership considers leadership as a process of influence exercised by people, regardless of position, who seek to change the status quo in order to meet shared needs.

TEXTS

Kouzes, J., & Posner, B. (1988). *The leadership challenge: How to get extraordinary things done in organizations.* San Francisco: Jossey-Bass.

Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* Lexington, MA: Lexington Books.

Additional readings.

REQUIREMENTS AND EVALUATION

Reflection Activities—30 points

Leadership is a complex topic. In order to facilitate a better understanding of the course material, students are asked to engage in reflection activities. These activities are designed to stimulate critical thinking about a topic or clarify one's point of view. Reflection will be completed outside of class. Grades will reflect thoughtfulness, complexity of thinking, effort, and energy. Reflection is about individual ideas; there are no right or wrong answers.

Integrative Paper—25 points

This paper is designed to help you integrate the history, theory, and individual components of leadership. It will require you to research additional sources not included in the text. The instructors will provide a bibliography of leadership resources for you to use. The paper should be 12 to 15 pages in length and be well written.

Quizzes (3 at 15 points each)—45 points

Group Projects—25 points

The purpose of this assignment is to move beyond exploration to experience leadership through working in groups. In small groups of three or four students, you will be asked to further integrate the principles and ideas explored in class in an organizational setting.

OUTLINE

Session	Topic
1	Introduction to and Expectations of the Course
2	Why Leadership? Reflection 1 due Read: Wren, Preface, Pt. I, ch. 1-2, Pt. II, ch. 5-6
3	Historical Influences in Leadership Read: Wren, Pt. III, ch. 9-17
4	Leadership Definitions Reflection 2 due Read: Wren, ch. 7-8; additional reading
5	Traditional Theories of Leadership Read: Wren, ch. 43, Pt. V, ch. 23-24; additional reading
6	Traditional Theories of Leadership Read: Wren, ch. 25, 32; additional reading
7	E-mail Assignment Due
8	Modern Theories of Leadership Read: Wren, Pt. IV, ch. 4, 18-21
9	Quiz 1
10	Leadership from Diverse Perspectives Read: Wren, ch. 26-28; additional reading
11	Leadership from Diverse Perspectives Read: Wren, ch. 17, 35, 37; additional reading
12	Power and Influence Reflection 3 due Read: Wren, ch. 34, Pt. IX, ch. 44-45
13-14	Values and Ethics Read: Wren, Pt. XIII, ch. 61-64; additional reading
15	Leadership Skills Reflection 4 due Read: Wren, Pt. XI, ch. 49; additional reading
16	Leadership Skills Read: Wren, ch. 53-56; additional reading
17	Quiz 2
18	Myers-Brigg Type Indicator® Additional reading
19	Leadership and Followership Integrative paper due Read: Wren, Pt. VI, ch. 29-31, Pt. VII, ch. 33
20	Group Dynamics Read: Wren, Pt. X, ch. 46-47, 50, 56
21	Group Dynamics Additional reading
22	Leadership and Change Reflection 5 due Read: Wren, ch. 22, 51-52; additional reading
23	The Leadership Environment Read Pt. VIII, ch. 36, 38-39
24-25	Systems Thinking Read: Wren, ch. 40; additional reading
26	Citizenship Reflection 6 due Read: Wren, ch. 3-4, 42-43
27	Leadership for the 21st Century Read: Wren, Pt. XII, ch. 57-60
28	Quiz 3
29-30	Group Presentations

Leadership and Community Service

Educational Level: Undergraduate
Department: Student Affairs and College of Education
Format: For-credit
Stand Alone

OBJECTIVES

- To increase an understanding of leadership theories and concepts.
- To utilize community service as an introduction to service, civic responsibility, and leadership.
- To provide opportunities and methods for reflection.
- To integrate discussions on diversity, ethics, social justice, community, and civic responsibility with leadership and service.
- To increase students' ability to work in groups.
- To gain an understanding of and appreciation for multiple perspectives and how power and privilege shape these perspectives.
- To explore personal values with respect to leadership, service, and diversity.
- To develop a personal philosophy of service and leadership through critical analysis of social issues, reflection, and practice.

TEXTS

Coles, R. (1993). *The call of service: A witness to idealism.* Boston: Houghton Mifflin.

Delve, C., Mintz, S., & Stewart, G. (1990). Community service as values education. *New directions for student services,* No. 50. San Francisco: Jossey-Bass.

Higher Education Research Institute. (1996). *A social-change model of leadership development.* Los Angeles: University of California.

Kozol, J. (1968). *Death at an early age.* New York: Bantam Books.

Kozol, J. (1988). *Rachel and her children: Homeless families in America.* New York: Fawcett Columbine.

Kozol, J. (1991). *Savage inequalities: Children in America's schools.* New York: Crown.

Kozol, J. (1995). *Amazing grace: The lives of children and the conscience of a nation.* New York: Crown.

Lavelle, R. (1995). *America's new war on poverty: A reader for action.* San Francisco: KQED Books.

Solomon, C., & Jackson-Jobe, P. (1992). *Helping homeless people: Unique challenges and solutions.* Alexandria, VA: American Association of Counseling and Development.

Spears, L. (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant leadership influences today's top management thinkers.* New York: John Wiley and Sons.

Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* Lexington, MA: Lexington Books.

Course packet of readings.

REQUIREMENTS AND EVALUATION

Weekly Active Participation on the Reflective List-serv—10%

The list-serv is a critical piece of your reflection about your learning. The list-serv provides an opportunity for you to regularly explore what community service means to you and how it applies to leadership. It offers a means to organize your thoughts and to make sense of the connections of all of the subject matter. It also contributes to our community of learners—i.e., the reflection piece you offer may spark a thought for someone else. Once a week, you should contribute to the list-serv. Topics that may be included in your contribution are your reflections on your service site and comments you have from the contributions made by other staff members.

Community Service—20%

Direct community service is at the heart of understanding the connection between leadership and community service. The community service is meant to be personally meaningful for each student; therefore, time and attention should be given to the selection of a service site. A minimum of three hours per week is required throughout the semester. You should keep a log of your community service that includes activities, accomplishments, reactions, and learning outcomes for each week. A statement from your service site supervisor must accompany this report verifying the completion of your service requirement. Be sure to spend time on this log because it will serve as the basis of the class reflection activities.

Community Liaison Assessment Sheet (5%): For your community service internship experience, assess the needs of the community service organization and the community it serves.

Interview of a Community Member and a Service Provider (15%): In order for you to gain a better understanding of the perspectives of the community member and service provider being served, you will be required to interview each and write a three- to five-page paper discussing your observations. During the interview, you should discuss their view of community service, what their expectations are from the service relationship, and whether they feel their needs are included. You should synthesize the readings from the course and include them in your paper. In class, we will brainstorm questions to ask the community member and service provider, as well as talk about how to handle the interview with sensitivity and respect.

Community Log

Leadership and Service Experiential Weekend—15%
A mandatory leadership and community service immersion experience is planned. The goal of this weekend is to be fully immersed in the community being served, as well as to have the opportunity to interact on an extended basis. Reflection and social activities will be built into the weekend. Everyone will be responsible for a piece of the weekend.

Mid-Semester Assessment Exam—25%

Final Exam—30%

Final Synthesis Paper: The synthesis paper should articulate your major learning from the course. These may include your personal philosophy of leadership and service, your personal experiences with community service, and how your service experience affected your philosophy of leadership. The paper should be two to three pages.

OUTLINE

Session	**Topic**
1	Overview, Introduction, Expectations Read: Coles, Intro., ch. 1; Wren, ch. 7-8, 19
2	What Is Leadership? What Is Service? Introduction, List-serv, Service Requirements, Leader versus Leadership Read: Spears, Intro., ch. 4, 10; Higher Education Research Institute, pp. 18-27
3	Service Requirement, 7C's, Servant Leadership, Kolbe PAR Model Read: Higher Education Research Institute, pp. 31-69; Solomon & Jackson-Jobe, ch. 1-3; Delve, Mintz, & Stewart, pp. 7-29
4	Service Learning Model, Homelessness Issues, Reflection Reflection reading Read: Kozol, *Rachel and her children*, pp. 4-21; from course packet, Henslin, pp. 197-210
5	Weekend Prep, Logistics Read from course packet: Reimer, National Digest, Warren, Dotson, Sabonis, Untener, *Five media myths about welfare*
6	Service Immersion Experience
7	Reflection on the Weekend Personal service begins Read: Coles, ch. 2; Kozol, *Death at an early age*, ch. 3-4; Wren, ch. 31
8	Root Causes of these Issues (Racism, Violence) Read: Coles, ch. 3; Wren, ch. 3, 42
9	Citizen Leadership Read: Coles, interlude; *Washington Post*, supplemental reading
10	Citizen Leadership, Current Events Read: Kozol, *Savage inequalities*, ch. 5; Lavelle, pp. 88-106
11	The Role of Power and Privilege in Leadership and Service Read: Coles, ch. 4
12	Meaning Making Read: Coles, ch. 5
13	Exploration of Issues and Using the 7C's Read: Lavelle, pp. xxv-xxviii, 4-13, 14-17, 127-135, 142-149
14	Homelessness and Poverty Read: Lavelle, pp. 223-226; Solomon & Jackson-Jobe, ch. 4, 6-7
15	Reflection on Homelessness, Poverty, and Leadership Issues Community service log due Readings to be distributed
16	No Class—Take-Home Midterm Due
17	Literacy Read: *Washington Post*, supplemental reading
18	Reflection on Literacy and Leadership Issues Read: Kozol, *Amazing grace*, ch. 6; Lavelle, pp. 136-141
19	AIDS Read: *Washington Post*, supplemental reading
20	Reflection on AIDS and Leadership Issues Read: Lavelle, pp. 2-3, 18-79, 118-122
21	Children Read: Kozol, *Amazing grace*, ch. 1-2, In memoriam; *Washington Post*, supplemental reading
22	Reflection on Children and Leadership Interview of a community member and a service provider due Read: Lavelle, pp. 150-151; Spears, ch. 7
23	Panel Discussion—Community-Based Issues and Current Issues Read: Lavelle, pp. 152-216
24	How Is the Community Taking Action? Read: Coles, ch. 6; articles
25	Advocacy, Empowerment, Creating Change Read: Case studies
26	Examination of Servant Leaders Read: Coles, ch. 8
27	Revisiting the Connection of Leadership and Service Read: Spears, ch. 14, 17
28	Personal Action Plan, Final Exam Community service log due Read: Kozol, *Savage inequalities*, ch. 4
29	Class Evaluation, Wrap-Up Synthesis paper due

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Seminar in Transforming Leadership

Educational Level: Undergraduate
Department: The Academy of Leadership
Format: For-credit
Stand Alone

OBJECTIVES

This course aims to provide students with an intensive classroom experience on the subject of political leadership, with distinct emphasis placed on what Pulitzer Prize-winning scholar James MacGregor Burns calls "transforming leadership." Course readings are designed to offer you thought-provoking ideas about the nature of leaders and of the political process. You will be challenged to consider how these propositions—posed in a wide variety of texts—relate to American society in general, and more particularly, to the internship in which you are engaged. Class discussions, written assignments, and oral presentations are aimed at sharpening your critical-thinking and analytical skills.

TEXTS

Burns, J. M. (1978). *Leadership.* New York: HarperCollins.
Warren, R. P. (1960). *All the king's men.* New York: Random House.
Wren, J. T., Ed. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Lexington.
Course packet.

REQUIREMENTS

Class Participation (Includes Journal)—20%
Attendance is mandatory in a class of this design. While mini-lectures may from time to time be offered, the momentum for this course rests a good deal upon each student's willingness to actively participate. Your instructor prefers to engage you in lively intellectual exchanges rather than provide you with extended soliloquies. Your participation grade also includes your typed journals.

- Typed Journal Entries: Students are expected to submit weekly typed journal entries that synthesize a given week's readings and the events at the internship site. Journals should be double-spaced and shall normally constitute no less than three full pages. You are cautioned that these reviews should not be mere summaries of the reading or summaries of tasks you undertook in your internship. Rather they are to be reflections or musings—e.g., did you do something this week or encounter a problem/success that related to the readings? Did this experience suggest to you that the readings were right or wrong?

Assignments (Includes Speech, Interview, Pop Quizzes, and Writing Exercises)—35%

- Pop Quizzes: Pop quizzes are a part of your overall Assignments grade. They may be unannounced and will be based upon assigned readings, movies, lectures, and class discussions. Quizzes will generally require students to summarize and interpret assigned readings. Students who are tardy or absent on the day of any quiz will receive zero points for the quiz unless they have a valid excuse as determined by the instructor.
- Persuasive Speech: This assignment requires you to research and deliver a brief speech in front of your classmates.
- *Mr. Smith Goes to Washington*: This assignment requires you to watch the classic Frank Capra-directed movie *Mr. Smith Goes to Washington* (1939) and to devote your journal entry to a critical review of it.
- *All the King's Men* Paper: This assignment will require you to synthesize your reading of Robert Penn Warren's classic novel with other readings and your internship experience.
- Interview: You are required to conduct a 20-30 minute face-to-face interview with the elected official for whom you work. The interview must be recorded on audio or videotape. Then, applying interviewing techniques and knowledge of leadership theory and practice learned throughout the semester, you will provide a brief written summary and analysis of the interview.

Final Exam Paper—15%
The final exam for the course will be a take-home paper. Students will be asked to compose a paper that addresses ideas advanced in the course and that analytically treats their internship experience. The paper will normally be 15-18 pages in length.

Site Supervisor Evaluation—30%
Since each student is expected to work at his or her internship for a sizable number of hours during the semester, a large percentage of your final grade for this course will take into account your performance at this internship. Your supervisor will be contacted, and he or she will be asked detailed questions about your job performance. To that end, you should perform well in every task that you are assigned.

OUTLINE

Session **Topic**

1 General Introduction to Course

2 Leadership as a Field of Inquiry
Journal entry due
Read:
Demott, B. (1993). Choice academic pork: Inside the leadership studies racket. *Harper's*, December, pp. 61-77.
Leadership: Prologue, pp. 1-5; The power of leadership, pp. 9-28.
Leader's companion: Thinking and learning about leadership, pp. 27-32; What is leadership?, pp. 27-32.

3 Leadership Qualities/Motivation to Lead
Journal entry due
Read:
Leadership: Psychological matrix of leadership, pp. 49-80.
Leader's companion: Leadership: Do traits matter?, pp. 133-143.
McCall, N. (1994). If you can dream…: *The Washington Post*, 21(27), 6-9.
Wills, G. (1994). Radical leader: Harriet Tubman. *Certain trumpets: The call of leaders*. New York: Simon & Schuster.
Course packet: Sorenson, G., "Interviews with transformational leaders: Andrew Young"; Plato, "Allegory of the Cave."

4 The Practice of Leadership
Persuasive speech due (listen to M. L. King, Jr. tape in class)
Read:
Leader's companion: Ways women lead, pp. 149-160; Leadership communication skills, pp. 428-431.
Machiavelli, N. *The Prince*, pp. 84-85, 110-113, 116-117.
Course packet: Sorenson, G., "Interviews with transformational leaders: William Bennett."

5 Issue-Based Coalitions
Journal entry due
Read:
Adams, B. (1995). Building a new political environment. *Kettering Review*, Fall, pp. 16-21.
Leadership: Group leadership: Bargainers and bureaucrats, pp. 287-307.
Duke, L. (1994). Defiant under siege. *The Washington Post National Weekly Edition*, Mar. 28-Apr. 3, p. 11.
Course packet: Sorenson, G., "Interviews with transformational leaders: Shen Tong."
Webster, S. (1996). A historian's perspective on interviewing. *Narrative Study of Lives*, Spring, pp. 187-206.

6 Ethics and Leadership
Mr. Smith Goes to Washington assignment due
Read:
Weber, M. (1921). The ethic of responsibility and the ethic of ultimate ends. *Politics as a vocation*, Minneapolis, MN: Fortress Press.
Leader's companion: Messages from the environment, pp. 492-499.
Gardner, J. (1987). The moral aspect of leadership. *Leadership Papers*, January, pp. 3-19.
Course packet: Sorenson, G., "Interviews with transformational leaders: C. Everett Koop."

7 American Political Leadership
Journal entry due
Read:
All the king's men, pp. 1-156.
Brinkley, A. (1994). What's wrong with American political leadership? *Wilson Quarterly*, Spring, pp. 47-54.
Jamieson, K. (1995). Hillary Clinton as Rorschach test. *Beyond the double bind: Women and leadership*. New York: Oxford University Press, pp. 22-52.
Miroff, B. (1993). Democracy and leadership in America. *Icons of democracy*, pp. 347-359.
Course packet: Sorenson, G., "Interviews with transformational leaders: Chief Wilma Mankiller."

8 Leaders and Followers
Journal entry due
Read:
All the king's men, pp. 157-311.
Leadership: The creation of followers, pp. 129-137.
The leader's companion: Leaders and followers, pp. 185-188; Leaders and followers are the people in this relationship, pp. 189-192.
Van Dyne, L. (1986). Getting ahead. *Washingtonian*, Sept.

9 Transforming Leadership
Journal entry due
Read:
All the king's men, pp. 312-438.
The leader's companion: Martin Luther King, Jr., pp. 318-324.
Cutler, L. (1995). Public disdain of public officials. *Thomas Jefferson Memorial Founda-*

tion Award Talk. University of Virginia, April 13, 1995.
Course packet: Sorenson, G., "Interviews with transformational leaders: Madeline Kunin."

10 Leadership Within Third Parties and Social Movements
All the king's men writing assignment due
Read:
Leadership: Reform in America, pp. 190-200; Parties: Conflict and leadership, pp. 311-329.
Course packet: Lenin, V.I., "What is to be done?"

11 Community Service: Necessary for Leadership?
Journal entry due
Read:
From course packet: Washington, B. T., *Sunday evening talk*; Jordan, V., *We cannot live for ourselves alone*; Kafka, F., *Passers-by*; Thoreau, H. D., from *Philanthropy*; Mather, C., *Bonifacius: Essays to do good*; Macguffy's Reader, *True and false philanthropy*; Kant, I., from *Fundamentals of the metaphysics and morals*; Viorst, M., Ed., Letters from the Peace Corps. *Making a difference: The Peace Corps at twenty-five*.

12 Leadership and Civic Participation
Journal entry due
Read:
Putnam, R. (1995). Bowling alone. *Journal of Democracy*, January.
Schudson, M. (1996). What if civic life didn't die? *The American Prospect*, March/April. And other articles from this issue.
Pollitt, K. (1996). For whom the ball rolls. *The Nation*, April 15.

13 Leaders and the Status Quo
Interview assignment due
Read:
From course packet: King, M. L., Jr., from *Letter from a Birmingham Jail*; Aquinas, T., from *Summa theologica*.
The leader's companion: Visionary leadership, pp. 402-407; Decision making and the leadership process, pp. 418-427.

14 Summary/Overview
Journal entry due
Read: *Leadership*, pp. 422-462.

15 Final papers due

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Leadership in Contemporary Organizations: Lessons from the Classics

Educational Level: Undergraduate
Department: Honors
Format: For-credit
Stand Alone

INTRODUCTION

Leadership in Contemporary Organizations is designed to provide you with a unique and exciting way to explore the dynamics of a very complex and elusive phenomenon through a curriculum that marries the rich tradition of literature with the practical realities of contemporary leadership. The course will employ a seminar format where you will be expected to assume considerable responsibility for responding to assigned readings, initiating class discussion topics, and developing applications of the lessons in leadership we discover in classic and contemporary texts.

TEXTS

Byham, W., & Cox, J. (1998). *Zapp! The lightning of empowerment: How to improve quality, productivity, and employee satisfaction*. New York: Fawcett.

Frankl, V. (1995). *Man's search for meaning*. New York: Simon & Schuster.

Golding, W. (1997). *Lord of the flies*. New York: Riverhead Books.

Kauffman, D. (1980). *Systems one: An introduction to systems thinking*. Minneapolis, MN: Future Systems, Inc.

Machiavelli, N., & Bull, G. A., Transl. (1979). *The prince*. New York: Penguin.

Sophocles, & Landes, W., Ed. (1995). *Antigone*. Studio City, CA: Players Press.

Wasserman, D., & Darion, J. (1966). *Man of La Mancha*. New York: Random House.

Wheatley, M. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.

Selected articles.

REQUIREMENTS AND EVALUATION

Class Attendance/Participation—40%

Written Assignments—20%

Exam—20%

Project—20%
In an article in *Fortune* magazine, business professor Morgan McCall states, "I don't believe leadership can be taught, but it can be learned." Peter Senge adds, "Leadership has to do with how people are. You don't teach people a different way of being; you create conditions so they can discover where their natural leadership comes from." The field project is intended to create conditions in which you can make real-world discoveries about leadership.
Options:

- Observe, document, and reflect on the style and behavior of someone you consider to be a leader in order to discover as much as you can about the dynamics of his or her leadership.
- Initiate a project in which you take a leadership role: design the effort, document, and reflect on progress/setbacks in implementation, etc.

OUTLINE

Session	Topic
	UNIT I: THE LEADER AS VISIONARY
1	Class Orientation: Introduction; Review of Syllabus; Development of Core Values, Shared Vision
2	Vision and Values as Context: An Experiment in Self-Organization Due: *Man of La Mancha*
3	Vision and Values as a Force for Action Due: *Man's search for meaning*—first essay Read from articles on reserve: Senge, P., "Shared vision"; Interview with Robert Haas of Levi-Strauss, "Values make the company"
4	Independent Assignment (no class)
	UNIT II: THE LEADER AS INFLUENCER: POWER AND POLITICS
5	Power and Human Behavior Due: *The prince*
6	Empowerment: What It Is and How It Can Work Due: *Zapp! The lightning of empowerment*; "How I learned to let my workers lead"
7	Operating Within a Hierarchy Due: *Antigone*
	UNIT III: LEADERSHIP STYLES
8	Push versus Pull Film: *12 Angry Men*
9	Adapting to Changing Circumstances: The Situational Leadership Model Due: "Introduction to situational leadership" Film: *12 O'Clock High*
	UNIT IV: LEADERSHIP IN COMPLEX SYSTEMS
10	Functioning as a System Due: *Lord of the flies*
11	Becoming a High-Performance System Due: *Systems one: An introduction to complex systems*
12	Self-Organizing Systems Due: *Leadership and the new science*
	INDEPENDENT PROJECTS
13-14	Project Reports

* * *

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Leadership Development for Small Groups and Teams

Educational Level: Undergraduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

OBJECTIVES

This is a course for students interested in learning more about leadership dynamics in small groups and how they can be more influential and satisfied in their membership in both informal and work group settings. Upon completion of this course students will be able to:

- Identify critical characteristics and skills of leaders, and refine your concept of leadership.
- Identify your personal leadership style and your strengths and development needs as a leader.
- Practice team building and group dynamic skills in practical situations.
- Recognize different types of followers, and establish ways to create positive influence relationships.
- Identify and describe the various individual and small-group motivational factors that affect efficiency and effectiveness.

TEXTS

DiTibero, J., & Hammer, A. (1993). *Introduction to type in college*. Palo Alto, CA: Consulting Psychologists Press.
Kolb, D., Rubin, I., & Osland, J. (1995). *Organizational behavior: An experiential approach* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

REQUIREMENTS AND EVALUATION

Class Participation—5 points
This is essentially a tiebreaker for students on the borderline between one grade and another. Come to class and actively participate in discussions and activities, and you will benefit. Lack of participation will reduce this grade.

Shadowing Experience/Problem-Solving Assignment—25 points
Observe and follow an established leader as he or she performs his or her duties. Your shadowing experience should be for a total of at least eight hours. Suitable leaders may be from private or public businesses or organizations. Keep a written log, to be turned in, of leadership activities observed. Observe this leader in daily staff activities and record observations. Interview this leader as to his or her views on leadership processes, evidence or absence of teamwork, style of leadership, and lines of communication as a basis for writing your report for the leader interview. You should arrange to meet with your leader and conduct your first shadowing experience by the fifth class week. Ask your leader to identify a leadership problem he or she is presently confronting or has recently confronted. Try to spend some time with your leader observing the implications of this problem. Be prepared to bring a short written description of the problem you have identified to class and to give a short presentation to the members of your learning group. Administer the LEAD instrument to the leader and analyze results for report. Compare your observations of the leader's interaction with followers to the results of the LEAD instrument. Interview the leader for his or her views on leadership processes using the following required questions (you may add others): 1) Describe your relationship with subordinates and peers. 2) How are decisions made? 3) How do you establish a climate for follower motivation? 4) Discuss how you delegate responsibility.

Quizzes—25 points
Two unannounced and two announced quizzes will be given during the semester. The quizzes will cover class assignments for the previous week. Students may drop the lowest quiz score and take the average of the remaining three for their grade. If you miss class when a quiz is given, that will count as the dropped grade; makeups will be given only in verified emergency or with advanced approval.

IMPACT Exercise—15 points
The quality and quantity of each student's participation in IMPACT will be evaluated and graded. Evidence of prior preparation, application of class concepts, and the extent to which each student enthusiastically and successfully engages his or her role in the exercise will form the basis for the evaluation. Points will be awarded through self, peer, and instructor evaluations.

Personal Application Assignments (PAAs)—30 points
During the semester, three Personal Application Assignments (PAAs) will be assigned. These will be for written turn-in and will be from two-to-five pages in length.

OUTLINE

Session	**Topic**
1	Course Introduction Class handouts
2	What Is Leadership Anyway? Theories of Leading People Tower Building exercise MBTI® and teams
3	Supervision and Leadership Style Reference: Kolb, ch. 17
4-5	Making Your Leadership Style Work for You Class handouts
6	Understanding Your Personal Style and the Styles of Others Using the MBTI® Reference: DiTibero
7	Temperament and Leadership Reference: DiTibero
8	MBTI® and Teams Class handouts
9	Putting it Together—Situational Leadership and Personal Style Class handouts
10-11	Individual Motivation Reference: Kolb, ch. 4
12-13	Group Dynamics Reference: Kolb, ch. 9
14-15	Job Situations That Motivate Reference: Kolb, ch. 21
16-17	Power and Influence Reference: Kolb, ch. 14
18-19	Problem Management Reference: Kolb, ch. 10
20-21	Managing Change Reference: Kolb, ch. 22
22-23	Managing Diversity Reference: Kolb, ch. 9
24	IMPACT Tradeoff
25	IMPACT Briefing IMPACT role booklets
26	IMPACT Exercise IMPACT role booklets
27	IMPACT Debriefing
28-29	Oral Reports
30	No Jeopardy

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Dynamics of Leadership in Organizations

Educational Level: Undergraduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

DESCRIPTION AND GOALS

This is a course about leadership in organizations and is intended for undergraduates with little or no training or experience as leaders/managers. The course is designed to provide an understanding of the dynamic interactions of personal characteristics, technical skills, interpersonal influence, commitment, goals, and power necessary for both leader and follower effectiveness in the complex organizations that typify modern society and commerce. The main goal of the course is to portray the nature and process of leadership in such a way that students become intrigued with the concepts, research, and issues in the field. Emphasis in placed on the application of acquired knowledge to practical problems. The course does not teach one simply how to lead effectively but is intended to contribute to what will be a lifelong process of action, reflection, and learning about leaders and leadership. One of the skills all leaders must have is the ability to communicate effectively. This course places a premium on being able to articulate what we know about leadership and to effectively communicate it to others.

OBJECTIVES

- Understand and describe the role of leaders in organizations.
- Differentiate between leaders and managers.
- Identify the relevant contingencies that influence leader effectiveness.
- Describe the determinants of leader development.
- Identify effective leader behaviors to better articulate a personal development agenda.
- Improve oral and written communication skills through analysis/synthesis of cases.
- Analyze situational contexts leaders face.
- Practice the use of forms of leader power.
- Observe leadership in action.
- Conceptualize leadership as community building.
- Develop skills in sharing leadership.

FORMAT

The various topical areas identified in the course schedule will be addressed through a combination of short lecture, discussion of assigned readings, analysis of case studies, and in-class active learning strategies. Relevant cases will be provided by the instructor and/or prepared by students.

TEXTS

Gardner, J. (1990). *On leadership.* New York: Free Press.
Nahavandi, A. (1997). *The art and science of leadership.* Upper Saddle River, NJ: Prentice Hall.

EVALUATION

Class Participation and Weekly Assignments—15%
Case Preparation—10%
Book Report (oral 5%; written 10%)—15%
Leader Interview Paper/Oral Report (oral 5%; written 15%)—20%
High Three Discussion Question Quizzes—25%
Final Examination—15%

OUTLINE

Session	Topic
1	Course Orientation (Objectives, Assignments)
2	Tasks, Challenges, and Nature of Leadership Read Gardner, ch. 1
3	Definitions and Significance of Leadership Read: Nahavandi, ch. 1; Gardner, ch. 2, 5
4	Case 1: Best Leader I Ever Knew Case 1 due
5	Nature/Use of Power in Leadership Read: Nahavandi, ch. 4; Gardner, ch. 6
6	Empowerment—Discussion Case 2 due
7	Case 2: Use/Misuse of Power Self-Assessment; Exercises Read cases
8	M. L. King's *Letters from a Birmingham Jail* Read: MLK letter
9	Leadership: Past, Present, Future Read: Nahavandi, ch. 2
10	Discussion: Old Wines and New Skins, Leadership and Gender Case 3 due
11	Individual Differences/Traits—Implications for Leaders Read: Nahavandi, ch. 3
12	Case 3: Impact of Differences Self-Assessment; Exercises Case 4 due Read cases
13	Using Resources Effectively Read: Nahavandi, ch. 5
14	Case 4: Making Decisions in Organizations Self-assessment; Reports Due: Case 5; First oral book reports Read cases
15	Exchange and Relationship Development and Management Read: Nahavandi, ch. 6; Gardner, ch. 3-4
16	Case 5: In-Groups versus Out-Groups Exercises; Reports Due: Case 6; Oral book reports
17	Participative Management and Teams Read: Nahavandi, ch. 7; Gardner, ch. 13
18	Case 6: Teams versus Going It Alone Self-Assessment; Reports Book reports due Read cases
19	Change-Oriented Leadership Read: Nahavandi, ch. 8
20	Introduction to Transformational Leadership Written book reports due Gardner, ch. 13
21	Transformational Leadership Model Handouts
22	Applications of the Model Case 7 due
23	Transformational Leadership (cont.) Handout
24	Case 7: Introducing/Dealing with Change in Organizations Read cases
25	Leadership and Visioning Handouts
26	Video: *Power of Vision* First leader oral reports due

27	Leadership from Upper Echelon Read: Nahavandi, ch. 9; Gardner, ch. 8
28	Leader Reports; Exercises Written leader reports due
29	Dimensions of Strategic Leadership Read: Nahavandi, ch. 10
30	Leader Reports; Exercises
31	Final Exam

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Interpersonal Skills for Leadership

Educational Level: Undergraduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

INTRODUCTION

Almost every aspect of our personal and work lives are played out in a social context. One of the major determinants of our personal happiness, life satisfaction, and personal effectiveness is the skill with which we are able to relate to others. The development and improvement of our interpersonal skills is a lifelong undertaking but one that can be enhanced by the thoughtful application of effort and attention to the process. The underlying philosophy of this course is that improvements in interpersonal skills are an interactive function of increased self-awareness, increased understanding of others, and learning from our life experiences. This course provides an opportunity and setting to accomplish all three. The emphasis is on gaining knowledge about ourselves and others and then to apply these skills in a variety of planned and personal experiences.

OBJECTIVES

In this class, students will have the opportunity to:

- Increase their awareness of their behavioral preferences.
- Understand their strengths and opportunities for improvement.
- Appreciate the differences in others.
- Identify opportunities and strategies for improved self-confidence.
- Understand and practice effective listening.
- List short-term and life goals.
- Identify and assess personal values.
- Identify sources of and strategies for gaining noncoercive power and influence in relationships.
- Develop and apply conflict, stress, and time-management skills.
- Practice using interpersonal skills to improve personal performance, the quality of relationships, and to help others.

TEXT

Fritz, S., Brown, F., Lunde, J., & Banset, E. (1997). *Interpersonal skills for leadership* (2nd ed.). Needham Heights, MA: Simon & Schuster.

REQUIREMENTS

Personal Conference

Between the first and second class sessions, you must meet with a teaching assistant to select the project on which you will be working during the semester. This meeting also allows the staff the opportunity to know you on a personal basis and answer any questions you may have regarding the course.

Project

You will be asked to conduct a project outside of class, the purpose of which will be to apply concepts and skills you have acquired in class. An outline, notebook, verbal progress reports, and a final written report must be completed throughout the semester.

Reaction Journal

You will be asked to maintain a weekly record of your thoughts and ideas relating to the class concepts. The emphasis of the journal entries should be on how you are applying the class concepts you have learned and the special insights you have gained from each class experience.

Research Project

You will be asked to conduct a small, informal research project related to an interpersonal skills issue with other members of your small groups. You will be asked to report your findings, as a group, to the rest of the class. Reports will be given after the second exam.

Exams
Two exams will be given during the semester. The format will be a mixture of listing, short-answer, and subjective questions (essays). A final examination will be given in one of two formats (your choice) discussed in class. All examination questions will come directly from the teaching objectives announced for each class.

OUTLINE

Week	Topic
1	Organizational Class: Expectations Introduction exercises
2	Perception: Gender Issues Read text, ch. 3, 15
3	Self-Concept and Self-Esteem Read text, ch. 4
4	Values and Value Clarification Project outline due Read text, ch. 5
5	Visioning and Goal Setting: Preparing for Success Hand in reaction journal Bring symbols Read text, ch. 6
6	Review: Exam
7	Levels of Communication Read text, ch. 9
8	Active Listening Read text, ch. 2
9	Responding with Empathy Read text, ch. 13
10	Nature of Power and Influence Read text, ch. 12
11	Making Relationships Work Review
12	Exam Small-group research project reports
13	Resolving Conflict Read text, ch. 11
14	Time Management: Handling Stress Read text, ch. 7-8
15	Investment Relationships: Servant Leadership Read text, ch. 16-17
16	Final Option Project reports, project notebooks, and reaction journals due

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Interpersonal Skills and Communication

Educational Level: Undergraduate
Department: Agricultural Leadership, Education, and Communication
Format: For-credit
Stand Alone

INTRODUCTION

The purpose of this course is to help new counselors better understand positive interpersonal relationships and their contribution to the process of leadership development. Active interest and involvement in what is happening inside and outside of class is expected.

OBJECTIVES

- Self-understanding
- Understanding others
- Communication and relationship-building techniques/skills
- Frame of reference
- Human relations investment

TEXT

Dodge, G. (1996). *Priceless people*. Lincoln: University of Nebraska–Lincoln.

REQUIREMENTS AND EVALUATION

Mandatory Attendance

Personal Conference
Between the first and second class sessions, you must meet with a teaching assistant (TA). This meeting is scheduled so we can get to know you better on a personal basis and answer any questions you may have concerning the course content and requirements. Also at this time, the TA will make sure you have been assigned to a project.

Project—1/3 of class grade
A project outline, a week-to-week diary, verbal progress reports, and a final written report must be turned in throughout the semester.

Reaction Journal—1/3 of class grade
You will be asked to keep a record of your thoughts and ideas relating to the class concepts in a series of blue books. Entries should be made three to five times per week since interpersonal relationships occur every day, not just during class time. The emphasis of the journal entries should be on how you are applying class concepts you have learned and any special insights you have gained from each class and from your experiments.

Exams—1/3 of class grade
A quiz, a first exam, and a second exam will be given throughout the semester. More emphasis will be placed on the final exam score.

Class attendance and participation will be taken into account and will affect your final grade either positively or negatively. Because individual growth is important in this class, the progress you make will be a major consideration in assigning your final grade.

OUTLINE

Session **Topic**

1 Discussion: Organizational Class: Expectations, Overview, Relationships and Leadership Development, Nebraska Human Resources Institute (NHRI): Its Mission and Philosophy
Activities: Introduction activity
Read: *Priceless people*, p. vii (preface), pp. 5-11, "Empathetic listening in communication, Killer statements and gestures"; pp. 46-47, "Spontaneous stimulators"
Experiment: Meet a minimum of five new people, concentrating on their names. Make sure to use their names the very next time you see them. Record your feelings/thoughts/observations about the experience in your reaction journal (RJ).

2 Discussion: Hot Buttons, Finding Commonalities, Difference Makers, Listening, Catharsis, Awareness of Others
Activities: One-to-ones; Questions motivate people!
Development, Nebraska Human Resources Institute (NHRI): Its Mission and Philosophy
Read: *Priceless people*, p. 1, "Ten commandments for good listening"; pp. 12-13, "Listening habits that irritate you"
Experiment: In your RJ, write about your difference makers. When have you been a difference maker? For whom? Ask questions of at least five others this week to find their hot buttons and interests. Record in your RJ any commonalities you find and any interesting results/reactions in your relationships.

3 Discussion: Relevance in Relationships, Irritating Listening Habits Skit and Handout, Paraphrasing
Activities: Film: *Power of Listening*; Proxemics; Into small groups
Read: *Priceless people*, p. 16, "Can we change?"; pp. 20-23, "Identity, connectedness, power: Nobody is perfect"
Experiment: Paraphrase with a minimum of five people this week. Record their responses and your observations about your own listening in your RJ. Select your two poorest listening habits, and write about how they might affect others adversely. What are some ways for you to correct these?

4 Discussion: Internal/External Locus of Control
Project outline due
Activities: I-E scale, Two-minute raps; Personal coat of arms; Project feedback
Read: *Priceless people*, pp. 42-48, "Potentiality portrait areas"; pp. 14-15, "Self-concept and the self-fulfilling prophecy"
Experiment: Record in your RJ a minimum of five examples of internal and external behaviors you observe this week. In addition, record at least one example each of your own internal/external behavior. How did you feel? What were you thinking about? Were your personal goals enhanced or impeded as a result of your being an "actor/reactor"? Write it down!

5 Discussion: Looking Glass Principle, Self-Fulfilling Prophecy, Rosenthal's Four Factor Theory
Quiz
Special guest speaker on Strengths and Leadership
Activities: Strengths Bullseye; "Strengths and Significant People" worksheet; Film: *The Pygmalion Effect*
Read: *Priceless people*, pp. 49-51, "Guidelines for goal setting"
Experiment: Interview a minimum of three friends who have special skills, talent, or abilities. Guide them in discovering the connection between their significant people and their own strengths. Record observations in your RJ.

6 Discussion: The Eight Criteria of Goal Setting, Self-Management
Activities: Goal-setting exercise; Tips on self-management
Attend a review session

Read: *Priceless people*, pp. 2-5, "Empathy"; pp. 26-30, "Love, positive feelings about self"

7 Discussion: Empathy
First Exam
Activities: Empathy Exercise with a guest; Film: *Peege*; Project feedback
Read: *Priceless people*, pp. 24-26 (Values, Values auction)
Experiment: In RJ, record personal examples of feeling empathy. Explain thoroughly what experiences helped you to relate personally with someone else. How did empathy build your relationship, so that the other's potential would grow? Apply this to your junior counselor in your RJ.

8 Discussion: Values
Activities: "What do I value in life?"; Symbol exercise; Goal feedback with partner
Experiment: In RJ, trace at least three of your values and their stages of development. What happened in your life that you came to have these, and what changes (of either an internal or external nature) have taken place to create those changes?

9 Discussion: Values (cont.), Values Clarification
Activities: The Island exercise; Film: *Eye of the Beholder*; Two-minute raps
Read: *Priceless people*, pp. 34-41, "Conflict and stress"
Experiment: Write in RJ about an experience you have had when your opinion has conflicted with another person's. How do values influence our opinions? How might you handle the conflict differently today?

10 Discussion: Conflict, Time Management, Coping with Stress
Activities: Hazards of change; Ten things I like to do
Read: Cultural Awareness handouts
Experiment: In teams, go to 13th and "O" during a busy time and interview a minimum of ten people about the things that cause stress in their lives. Find out how they use time. When was the last time they did something they really liked to do? Write about your observations and reactions in your RJ.

11 Discussion: Living in a Global Society, Consonance/Dissonance
Activities: ACI Activity; Video: *Prime Time Live*; Sticker exercise; Project feedback
Read: *Priceless people*, pp. 30-33, "Affirmation, criteria for feedback"
Experiment: Go someplace you would not normally go because of the stereotypes you might have about the place or the people who are there. Record your experience.

12 Discussion: Synergistics, Team Building, Review Criteria for Project Write-ups
Activities: Deelie Bobbers; Film: *Effective Uses of Power and Authority*
Read: *Priceless people*, pp. 56-59, "What is a model? Behaviors in relationships"; pp. 60-63, "Bucket and dipper"
Experiment: Before next week, think of ways to involve people more in the groups you belong to. How can you do this? At meetings, observe people's reactions to various decisions being made; assess their level of involvement when they are part of the decision and also when they are not. What implications do your observations have for leadership development? Record in RJ.

13 Discussion: On Giving, Human Relations Capital, Investment, Dividends and Reinvestment, Bucket and Dipper
Activities: Film: *On Being Human*, with Dr. Leo Buscaglia; Wrap-up small groups
Assignment: Attend a review session

14 Last Exam
Project write-ups due
Class evaluation

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University of North Carolina–Chapel Hill

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Communication and Leadership

Educational Level: Undergraduate
Department: Communications Studies Department
Format: For-credit
Stand Alone

DESCRIPTION

This course is designed for advanced undergraduate and beginning graduate students who wish to learn about the communication behavior of leaders within an organizational context. Emphasis will be placed on the message behavior of leaders as well as the interaction between leaders and followers. As a result of participating in this course, students are expected to:

- Acquire an understanding of the major theories of leadership advanced in the 20th century.
- Acquire a thorough understanding of transformational leadership theory.
- Further their understanding of the implications for communication actions of effective and ineffective leaders in organizational settings.
- Develop skill and proficiency in selecting, integrating, and applying appropriate theoretical concepts to analysis of leadership behaviors.
- Develop a personal philosophy of effective leadership, integrating significant concepts of communication behavior.
- Integrate theoretical learning with actual leadership practices.

TEXTS

Allen, K. Diverse voices of leadership. Different rhythms and emerging harmonies. *Leadership paper #1*. College Park, MD: National Clearinghouse for Leadership Programs.

Bair, M., & Mayhew, R. (1991). Men and women as leaders. *Power and leadership: A resource guide*. Norwood, NJ: Delaware Public Administration Institute.

Helgeson, S. (1990). *The female advantage: Women's ways of leadership*. New York: Doubleday.

Kouzes, J., & Posner, B. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.

Morrison, A. M. (1992). *The new leaders: Guidelines on leadership diversity in America*. San Francisco: Jossey-Bass.

Rost, J. C. (1993). Leadership development in the new millennium. *Journal of Leadership Studies*. New York: Praeger.

Yukl, G. (1994). *Leadership in organizations* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

REQUIREMENTS

Exams

The midterm and final exams will consist of several essay questions that require understanding, analysis, and integration of material covered in the readings, films, lectures, and by guest speakers.

Film Viewing/Analysis

The goal of this activity is to allow you to apply your knowledge of theoretical concepts covered in class to analysis of leadership behavior. In small groups, you will review a movie and write a six- to eight-page group paper analyzing the leadership behavior of certain characters. Some students will also give brief presentations summarizing their conclusions and facilitate brief discussions on their group's conclusions.

Term Project/Paper

The goal of this project/paper is to give you an opportunity to explore an aspect of leadership communication that particularly interests you, and to allow you the opportunity to reflect upon, analyze, and integrate theory and practice. You are to select one of four options. All options require a typed proposal, paper, and class discussion of your most interesting findings. The options are as follows:

- An Analysis of the Leadership Behavior of One or More Local Leaders: This option requires studying the behavior of someone in a leadership position or comparing the behavior of two or more people in leadership positions. This analysis will be based on data gathered from interviews, observations, and questionnaires. All papers require descriptions of the leader integrated with course concepts, evaluations of the leadership described, and justifications of the evaluations. (Suggested paper length: 6-10 pages)
- An Analysis of a Leader of a Public or Private Organization, Utilizing Published Information About the Leader: Papers must include descriptions of the leader integrated with course concepts, evaluations of the leadership described, and justifications of the evaluations. You may

select a leader within the national, international, or local realm. (Suggested paper length: 8-12 pages)

- A Leadership Practice Simulation: You will recruit a group of at least three other people for the purpose of performing some public service. This group must include at least one other person from this class. You will plan and execute the project and then write a paper describing your plan (including goals), what happened, your accomplishments, and what you learned about leadership communication. You will be evaluated by your group members and a representative of the organization. Proposals must include both a vision and goals of the activity. (Suggested paper length: 3-5 pages)
- A Traditional Term Paper on an Approved Topic: This option involves completing a research proposal, position paper, or literature review by conducting library research. Possible approaches include: reviewing research on a particular theory of leadership; comparing two theories; discussing the implications of communication concepts for leadership theory and practice; or exploring a topic of interest, such as leadership and diversity, leadership and service, empowerment, or total quality management. (Suggested paper length: 10-15 pages)

Leadership Journal

The journal may be in any form you wish. Entries are to include accounts of leadership behavior that you encounter during the semester. For the entire journal, you should focus on either your behaviors or the behaviors of someone you observe on a regular basis. Each entry is to include: 1) descriptions of the leadership behavior, 2) evaluations of the behavior in light of theoretical concepts covered in class, and 3) your evaluation of the implications of the leadership behavior. Five entries are required, two to three pages each.

OUTLINE

Session	Topic
1	Introduction and Orientation to Course The Nature of Leadership and Communication Definitions, leadership/management, research approaches Read: Yukl, ch. 1
2	What Leaders Do and How They Do It Nature of managerial work, Mintzberg's managerial roles, situational determinants, Ohio State studies, Michigan studies, taxonomy of managerial behaviors, guidelines Read: Yukl, ch. 2-3
3	Effective Leadership: Behaviors Task behaviors, relationship behaviors Read: Yukl, ch. 4-5
4	Participative Leadership Vroom's decision-making models, delegation, self-managed teams, group-centered leadership, guidelines Guest speaker Read: Yukl, ch. 6, 14
5	Power and Influence Sources of power and influence, social exchange theory, types of influence behaviors, LMX theory, guidelines Read: Yukl, ch. 7-8
6	Effective Leadership: Traits, Skills, and Situational Leadership Personal attributes, managerial skills, path-goal theory, leadership substitutes theory, multiple linkage model, LPC contingency model, cognitive resources theory Film analysis papers due Film analysis presentations Read: Yukl, ch. 9-10
7	Situational Leadership (cont.): Charismatic Leadership Charismatic theories of House; Conger & Kanungo; Shami; House & Arthur Term project proposals due Read: Yukl, ch. 11
8	Midterm Exam
9	Transformational Leadership Theories of Burns, Bass; research by Tichy & Devanna, Bennis & Nanus; guidelines; Kouzes & Posner Journals due Read: Yukl, ch. 12-13; Kouzes & Posner, ch. 1-4
10	Transformational Leadership Read: Kouzes & Posner, ch. 5-8
11	Transformational Leadership (cont.) Read: Kouzes & Posner, ch. 9-13
12	Introduction to Leadership and Diversity Extension of traditional theories of leadership; examination of research studies; introduction of diversity issues in the workplace Guest speaker Read: Allen, pp. 1-11; Morrison, pp. 1-10
13	Leadership and Diversity (Gender) Gender communication; Helgesen's theory of women's ways of leading; implications of gender differences in leadership behavior Term project papers due Read: Bair & Mayhew, pp. 10-30; Helgeson, pp. 5-60, 219-250
14	Leadership and Diversity (Ethnicity) Diversity problems in organizations; leadership diversity as strategy; procedure and action Class discussion of term projects Read: Morrison, pp. 77-80, 104-141, 249-267

15	Summary and Closing The future of leadership studies; changes in personal philosophies of leadership; presentations of personal philosophies Class discussion of term projects (cont.) Journals due Read: Yukl, ch. 15; Rost, pp. 91-110
16	Final Exam

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University of Portland

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Speaking Out: Leadership

Educational Level: Undergraduate
Department: Communication Studies
Format: For-credit
Stand Alone

INTRODUCTION

The purpose of this class is to provide several frameworks to understand the effectiveness and ineffectiveness of leaders, to help diagnose the many variables that affect leadership, and to help you improve your own leadership skills. Language is central to all of these ends. Whether using formal speeches or spontaneous conversations, leaders need to be thoughtful about the messages they send. Hopefully, the assignments in this class will enhance your ability to understand the phenomenon of leadership and enable you to become a more effective leader.

GOALS

- Explain the various theories of leadership.
- Explain the relationship of rhetoric to leadership.
- Effectively deliver well-organized, well-supported speeches.
- Analyze speeches to understand how reasoning, emotional appeals, and credibility affect reception of the leader's message for a particular audience.
- Use argumentation to advance your own persuasive claims.
- Apply leadership theories presented throughout the semester to explain the leadership of an historical or contemporary leadership figure.
- Apply theory to become a more effective spontaneous communicator.

TEXTS

Brydon, S., & Scott, M. (1997). *Between one and many: The art and science of public speaking*. Mountain View, CA: Mayfield.

Cialdini, R. (1993). *Influence: The psychology of persuasion*. Quilcene, WA: Quill.

Fairhurst, G., & Sarr, R. (1996). *The art of framing: Managing the language of leadership*. San Francisco: Jossey-Bass.

Hackman, M., & Johnson, C. (1996). *Leadership: A communication perspective* (2nd ed.). Prospect Heights, IL: Waveland Press.

Additional readings on reserve.

OUTLINE

Session	Topic
1	Defining Leadership Assignments: Speech 1; Research Read: Fairhurst & Sarr, Preface; Brydon & Scott, ch. 2
2	Framing the Goal: Leadership and Communication Choose topic Read: Fairhurst, ch. 1; Cialdini, ch. 1; Hackman & Johnson, ch. 1
3	Library orientation Read: Essays, 1-3; Brydon, pp. 178-201
4	Theoretical Approaches to Leadership: Reciprocity Read: Hackman, ch. 2-3; Fairhurst, ch. 2; Cialdini, ch. 2
5	E-Mail Orientation; Analyzing the Audience: Context Sensitivity Read: Essays, 4-6; Fairhurst, ch. 4; Brydon, pp. 98-115
6	Organization: Outlining; Supporting Materials; Commitment and Consistency Bibliography due Read: Fairhurst, ch. 3; Cialdini, ch. 3; Brydon, pp. 208-237
7	Movie
8	Theoretical Approaches (cont.) Set personal goals for this class

	Goal sheet due Read: Essays, 7-9
9	Leadership and Power; Social Proof; Visual Aids, Delivery, and Stage Fright Outline due Read: Hackman, ch. 4; Cialdini, ch. 4; Brydon, ch. 12-13
10	Exam Choose topic for persuasive speech
11-13	Speech on Leadership Theory
14	Logos: Types of Arguments; Patterns of Organizations Read: Brydon, ch. 15-16; Cialdini, ch. 5
15	Logos: Fallacies Read: Essays, 10-11
16	Pathos: Using Language to Build; Memorable Frames Goal sheet due Read: Fairhurst, ch. 5-6; Cialdini, ch. 6; Brydon, ch. 4
17	Movie
18	Ethos and Establishing Credibility Outlines and bibliography due Read: Essays, 12-14; Fairhurst, ch. 8
19-21	Persuasive Speech
22	Exam
23	Conferences
24	Leadership in Groups and Teams Read: Hackman, ch. 6; Fairhurst, ch. 7; Essays, 15-17
25	Leadership: Influence, Liking, Authority, and Scarcity Read: Cialdini, ch. 7
26-28	Leader Analysis Speech
29	Movie
30	Outlines due for final presentation
31	Final presentation

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University of Richmond

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Leadership and Motivation

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

Most definitions and approaches to leadership either explicitly or implicitly propose that a primary element of leadership is motivating or moving a group toward accomplishing its goals. (Similarly, one might argue that a central element of followership is motivating a group's leadership toward accomplishing the group's goals.) Although definitions of motivation vary, most suggest that motivation is anything (a stimulus) that causes action or direction toward a goal, determines the amount of effort or intensity expended in performing the action, and the level of persistence one demonstrates in pursuing the activity over time. Motivation is a "black box" concept—it is not something that is physical in nature that we can touch, smell, etc. (i.e., it is not directly observable), but rather is something that we make attributions (inferences) about based on behavior. Thus, for example, if a student comes to every session of this class and actively shows knowledge of the assigned readings (as shown by his or her responses to questions about the reading, questions he or she asks in class, information offered in class discussion, and the like), the instructor is likely to infer that the student is highly motivated (however, keep in mind that just because one is highly motivated does not mean that she or he will earn an "A" in the class—ability, resources, and other factors, as well as motivation, affect performance). Our foci in this course will be on three aspects of leadership and motivation. First, we will try to "unpack" a variety of theoretical approaches to understanding leadership and motivation. Second, we will explore a number of factors related to the above theories that affect motivation (e.g., social influences, attitudes, and culture). Third, we will consider the "good" and the "bad" of contemporary techniques of motivation (which are by-products of theories of motivation, e.g., goal setting and self-management). In general, we will attempt to discuss the above issues in terms of leadership and followership. Ultimately, it is hoped that as an outcome of this course, you will not only possess a greater understanding of motivation theories and concepts and their application but also become more aware of what motivates you.

TEXTS

Manz, C., & Sims, H., Jr. (1989). *Super-leadership*. New York: Berkeley Books.
Phillips, D. (1992). *Lincoln on leadership: Executive strategies for tough times*. New York: Warner Books.
Steers, R., & Porter, L. (1991). *Motivation and work behavior* (5th ed.). New York: McGraw-Hill.
Supplemental readings on reserve.

REQUIREMENTS AND EVALUATION

Retrospective and Prospective Self-Analysis—15%

This paper will require you to "make sense" of what motivates you and what does not motivate you by looking back and analyzing your own experiences over the last five to ten years of your life. You are expected to offer examples of specific incidences and introduce course learning as appropriate in analyzing these experiences. In addition, based upon your analysis of what has and has not motivated you in the past, you should consider, and support as best you can, what is likely to motivate you in the future.

Reaction-Analysis Paper—15%

You will listen to a speech by a world leader on a topic of international importance. Analyze the substance of the speech and the motivational problems he or she faces as a leader. In particular, your analysis should apply the various theories of motivation that we will have discussed in the first part of the course.

Midterm Exam—15%

Final Exam—15%

Group Project (Oral Presentation 5%; Written Report 25%)—30%

Most contemporary approaches to leadership and motivation place emphasis on empowering and involving followers in decision making, task design, etc., which were once the sole responsibilities of the leader. Many methods have been developed including quality of work life programs, quality circles, Scanlon plans and other gainsharing plans, representative participation, job enrichment, self-directed work teams, and employee ownership (ESOPs), among others. This group project will involve selecting an empowerment/involvement program, reviewing current research and theory related to it (becoming experts on the subject), locating one or more organizations in the Richmond area that have adopted the program, analyzing the application of the concepts and theory associated with the program in this (these) organization(s), and based on your study of the program, assessing the viability of the program as a motivational technique. Hopefully, during the mid-to-latter part of the semester, you will also arrange for a representative of the organization (someone who is directly involved in the program) to visit our class to talk about it.

Participation—10%

Participation consists of several factors: quantity and quality of your in-class and group contributions, quality and quantity of your contributions to the learning of your peers, and attendance in class and at group meetings. These components will be graded using a peer evaluation form and input from the instructor. Also, it is expected that in-class contributions will reflect material covered in the reading assignments, students' research projects, and the like. Attendance is expected of all students and will be periodically recorded.

OUTLINE

Session	Topic
1	Introduction: Why Study Motivation and Leadership?
2	What Is Meant by the Concept of Motivation? Read Steers & Porter, pp. 1-24
3	Theories of Motivation: Person/Trait Theories Read Steers & Porter, pp. 29-58
4	Theories of Motivation: Person/Trait Theories Read on reserve: Caro, R., "Going back" (Lyndon Johnson)
5	Theories of Motivation: Environment Theories Read Steers & Porter, pp. 59-86
6	Theories of Motivation: Environment Theories Read Steers & Porter, pp. 87-107
7	Theories of Motivation: Person-Environment Interaction (Exchange Theories) Read Steers & Porter, pp. 108-143
8	Theories of Motivation: Person-Environment Interaction (VIE Theory) Read Steers & Porter, pp. 144-163
9	Theories of Motivation: Person-Environment Interaction (Social Learning Theory) Read Steers & Porter, pp. 164-194
10	Case Study: Lincoln and the U.S. Civil War Read Phillips, pp. xiii-84
11	Case Study: Lincoln and the U.S. Civil War Read Phillips, pp. 85-173
12	Social Influences on Motivation Read Steers & Porter, pp. 195-207, 220-229
13	Social Influences on Motivation Read: Steers & Porter, pp. 242-255; on reserve:

Ferris and Mitchell, "Components of influence . . ."

14 Social Influences on Motivation
Read on reserve: Sias & Jablin, "Differential superior-subordinate relations . . ."; Keller & Dansereau, "Leadership and empowerment . . ."

15 Motivation, Satisfaction, and Performance
Read Steers & Porter, pp. 256-276

16 Lecture by Nobel Peace Laureate, Betty Williams

17 Motivation, Satisfaction, and Performance
Read Steers & Porter, pp. 277-287

18 Commitment and Attachment
Read Steers & Porter, pp. 288-310

19 Commitment and Attachment
Read Steers & Porter, pp. 311-316

20 Midterm Exam

21 Cross-cultural Influences on Motivation
Read Steers & Porter, pp. 317-341

22 Cross-cultural Influences on Motivation
Read Steers & Porter, pp. 342-351

23 Motivation Techniques: Goal Setting and Self-Management
Read Steers & Porter, pp. 355-389

24 Motivation Techniques: Goal Setting and Self-Management
Read Steers & Porter, pp. 390-409; Manz & Sims, pp. 1-51

25 Motivation Techniques: Goal Setting and Self-Management
Read: Manz & Sims, pp. 52-109; on reserve: Pacanowsky, "Communication in the empowering organization"

26 Motivation Techniques: Work Design
Read Steers & Porter, pp. 410-443; Manz & Sims, pp. 110-159

27-28 Motivation Techniques: Work Design
Read Steers & Porter, pp. 444-477; Manz & Sims, pp. 160-228

29 Reward Systems
Read Steers & Porter, pp. 478-506

30 Reward Systems
Read Steers & Porter, pp. 507-543

31 Communication, Feedback, and Motivation
Read Steers & Porter, pp. 544-572

32 Communication, Feedback, and Motivation
Read on reserve: Becker & Klimoski, "A field study of . . ."; Meyer, Solution to the performance appraisal

33 Communication, Feedback, and Motivation
Read on reserve: Ashford & Tsui, "Self-regulation for managerial effectiveness . . ."

34 The Rhetoric of Motivation and Leadership
Read on reserve: Hart, "Dramatic analysis"

35 Catch-Up Day

36 A Look Back at the Theories and Techniques
Read Steers & Porter, pp. 573-582

37 The Dark Side of Motivation
Read on reserve: Barker, "Tightening the iron cage . . ."

38 The Dark Side of Motivation
Read on reserve: Mumby & Stohl, "Power and discourse . . ."

39-41 Group Project Presentations

42 Wrap-Up, Course Evaluation
Group paper due

43 Final Exam

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Communicating and Leading

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

This course explores the characteristics of communicating in a variety of leadership situations, that is, dyadic, group, organizational, extra-organizational contexts. For example, at the dyadic level of analysis, we will consider the nature of communicating in leader-follower relationships; at the group level of analysis, we will examine the characteristics of communicating in teams and work groups; at the organizational level of analysis, the nature of communicating in leading groups of groups; and at the extra-organizational level of analysis, the competencies required in communicating with the various external constituencies of an organization. At each of these levels of analysis, we will attempt to develop relevant issues in terms of profit and nonprofit collectivities, as well as consider phenomena in relationship to variations over time. In general, we will stress the embeddedness and interdependence of leadership communication activity within and between various sub- and supra-systems of organizations.

OBJECTIVES

- Conceptual objective: To provide a communication perspective on leadership. Central to that perspective is the view that leadership is symbolically/socially constructed.
- Skills objective: The course will cover tactics and procedures useful in applying concepts in real-world settings (e.g., problem solving, coaching/facilitating, appraising/providing feedback). In addition, students will participate in weekly workshops focused on the development of particular leadership communication skills.
- Self-awareness objective: The course will focus on enhancing students' critical self-awareness as producers and consumers of communication. In particular, students should be able to recognize the moral and ethical implications of leadership communication practices.

In summary, this course will focus on the roles and functions of messages and message activity (e.g., sending, receiving, storing, interpreting, framing messages) in relationship to leadership. The class will build on theories and approaches developed in other Jepson School classes in exploring issues related to leadership communication, and in particular, will stress the interdependence of leader-follower communication activity.

TEXTS

Barge, J. (1994). *Leadership: Communication skills for organizations and groups*. New York: St. Martin's Press.
Fairhurst, G., & Sarr, R. (1996). *The art of framing: Managing the language of leadership*. San Francisco: Jossey-Bass.
Readings on reserve.

REQUIREMENTS AND EVALUATION

Participation—10%

Participation consists of several factors: quantity and quality of your in-class contributions, quantity and quality of your contributions to the learning of your peers, and attendance in class. These components will be graded using a peer evaluation form and by input from the instructor. It is expected that in-class contributions will reflect material covered in the reading assignments, students' projects, and the like. Attendance will be recorded.

Reading Cards—5%

At the beginning of a random sample of classes, students will be required to respond to the following two questions on a three-by-five notecard: 1) What was the essential issue that today's reading intended to illustrate? 2) What did you like/dislike about today's reading?

Skills Workshop—25%

In order to facilitate the development of basic leadership communication skills, each student will be responsible for developing a workshop focused on enhancing the communication competencies of his or her peers with respect to a particular leadership task, role, or function. While the content of these workshops should be consistent with related research and theory, these sessions will focus on skill development. Prior to developing the workshop, each student will be responsible for assessing the current skill level of his or her peers with respect to the competency and for identifying specific learning objectives for each workshop. As part of the workshop, each student will also develop a means to assess the extent to which his or her efforts have been successful in achieving the learning objectives he or she has stated.

Analysis of Leader's Use of Framing Devices in Everyday Communication—15%

As suggested in one of the class texts (Fairhurst and Sarr), "leadership is realized in the everyday and routine aspects of the job—in a succession of moments rather than in landmark decisions" (p. xiii). In particular, it is through the use of "framing devices" that leaders manage meaning and help followers make sense of things going on around them, processes that are essential for effective goal-directed activity. This assignment requires students to gather actual conversations of everyday leadership communication and analyze them in terms of the ways in which leaders participate in the process of framing reality with their followers (focusing attention on and reinforcing particular interpretations of what events, people, things, activities, etc., mean).

Vision Analysis—15%

Although the communication of vision occurs in everyday leader-follower interaction, there are also many contexts in which leaders communicate vision in group or public presentations (e.g., M. L. King's "I have a dream" speech). This assignment requires students to analyze the means by which presidential candidates attempt to communicate their respective visions to the public.

Midterm and Final Exams—15% each

Most likely essay and short-answer format; one exam might be take-home.

OUTLINE

Session	Topic
1	Introduction to the Course
2	Overview of How Leaders Communicate Read on reserve: Clampitt, "How managers communicate"

3 Basics of Communication: Messages and Meaning
Read on reserve: Stohl & Redding, "Messages and message-exchange processes"; Clampitt, "What is communication anyway?"
4 Open Systems Perspective to Communication and Leadership
Read on reserve: Katz & Kahn, "Organizations and the systems concept"; read Barge, ch. 1, pp. 3-27
5 Pre-Workshop Assessments (Each student administers assessment related to his or her workshop.)
6 A Developmental Perspective on Leadership and Communication
Read on reserve: Jablin, "Learning about communicating and organizing"
7 A Developmental Perspective on Leadership and Communication
Read on reserve: Hart, Speech, & Wisdon, "Whither presidents? Whither leadership?"
8 Skills Workshop 1: Language and Verbal Message Exchange Processes
9 Traditional Views of Leadership: A Review with Implications for Communication
Read: Barge, ch. 2
10 Guest Speaker/Singer, Charlie King: Communicating and Leading via Music and Song
11 Skills Workshop 2: Developing Listening Skills
12 Leadership/Followership: Formal and Informal Communication
Read: Barge, pp. 65-87
13 Leadership/Followership: Initial Interactions/Relationships, Sense-making
Read: Barge, pp. 88-112
14 Skills Workshop 3: Understanding and Using Nonverbal Communication
15 Leadership/Followership: Sense-Making and Framing
Read: Fairhurst & Sarr, pp. xi-48
16 Sense-Making: Organizational Rhetoric, Symbols, and Culture
Read on reserve: Cheney, "The rhetoric of identification"
17 Skills Workshop 4: Questioning and Information Interviewing
18 Sense-Making: Organizational Rhetoric, Symbols, and Culture
Read on reserve: Clampitt, "Communicating the corporate culture"; Lengel & Daft, "The selection of communication"; "Media as an executive skill"
19 Leader-Follower Relationship: Role Taking and Role Making
Read: Barge, pp. 142-151; On reserve: Graen & Scandura, "Dyadic organizing," pp. 175-200
20 Skills Workshop 5: Employment Interviewing
21 Leader-Follower Communication: Feedback, Motivation, and Performance
Read: Barge, pp. 151-161; On reserve: Clampitt, "Performance feedback"
22 Skills Workshop 6: Feedback and Appraisal
23 Midterm Exam
24 Compliance Gaining and Resisting
Read: Barge, pp. 173-181, 192-199
25 Skills Workshop 7: Informative Presentations
26 Compliance Gaining and Resisting
Read on reserve: Keys & Case, "How to become an influential manager"
27 Leader-Follower Relationship: Framing and Communicating Vision
Read: Barge, pp. 183-192; Fairhurst & Sarr, pp. 50-126
28 Skills Workshop 8: Persuasive Presentations
29 Submission and Discussion of Vision Papers
Read on reserve: Jamieson, "The power of broadcast debates"
30 Leader-Follower Relationship: Framing and Building Credibility
Read: Fairhurst & Sarr, pp. 127-199
31 Skills Workshop 9: Communicating in Group Meetings
32 Leadership, Communication, Decision Making, and Conflict
Read: Barge, ch. 5
33 Leading and Communicating in Self-Managed Teams
Read: On reserve: Baker, Melville, & Pacanowsky, "Self-directed teams . . ."
34 Skills Workshop 10: Conflict and Negotiation
35 Leadership and Communicating Change
Read on reserve: Clampitt, "Communicating change"; Larkin & Larkin, "Communicating change"
36 Leadership, Change, and Communication with External Audiences
Reading to be assigned
37 Skills Workshop 11: Communicating Change
38 Leadership, Communication, and Paradox
Read: Barge, ch. 8; On reserve: Luthans, "Successful vs. effective real managers"
39 Competent Leadership Communication
Read: Barge, ch. 9
40 Competent Leadership Communication
Read: On reserve: Jablin & Sias, "Communication competence"
41 Skills Workshop 12: Communicating with the New Media (Technology)

42 Wrap-Up: Course Evaluation
43 Final Exam

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The Legal Dimensions of Leadership

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

DESCRIPTION

A legal dimension is inherent in all leadership. This course, by employing a multidisciplinary approach, will educate people for and about the complex interactions between law and leadership. Every class is designed to instill students with positive legal values through the case study method. Moreover, the course will empower students to approach and solve the complex legal issues that arise in the workplace, the community, and society with compassion, wisdom, and creativity.

EVALUATION

Class Participation—20%
Classroom Exercises—20%
Midterm Exam—30%
Final Exam—30%

OUTLINE

Session **Topic**

I. INTRODUCTION, CONCEPTUAL FRAMEWORK, AND DESCRIPTIVE CASES

1 A. The Solomonic Legal Paradigm of Leadership

A critical and analytical examination of King Solomon's role as judge in the proverbial "splitting the baby" case, which many legal scholars consider the paradigm of the good judge in Western culture. The class will discuss Solomon's unique display of compassion, wisdom, and creativity as a leader in this remarkable legal and moral dilemma. Solomon's legal paradigm of leadership will be the foundation stone of this course, a model worthy of emulation by Jepson School graduates and all modern leaders.

Study: 1 Kings, ch. 3. Old Testament of the Bible.

B. Solomon's Deep Sense of Equity

Should legal decision-makers sometimes depart from the rules in order to do justice in particular cases? An analysis of the collision between the "rule of law" and "equity" as explained in a legal scholar's penetrating work on the subject. Did King Solomon's value system and deep sense of equity lead him to his famous decision?

Study:
Solum, L. (1992). "Equity and the rule of law." In I. Shapiro, Ed., *The rule of law*. New York: New York University Press, pp. 120-147.

C. The Impact of Law, Custom, and Belief on Leadership Decision Making

An examination of this concept by a distinguished leader and scholar in his cutting-edge book, *On leadership*. A class discussion of how King Solomon's stunning resolution of a complex case broke with the ancient world's law, custom, and belief.

Study:
Gardner, J. (1990). "Law, custom, and belief." *On leadership*. Old Tappan, NJ: Macmillan, pp. 67-80.

2 D. Constitutional Leader: George Washington

As America's first president, George Washington humbly "made clear his respect for Congress, his determination to live by the new law's letter." What dynamics led this quintessential American military hero and role model to honor the public virtue of civilian control over the government at the birth of the republic? An excellent evaluations of these factors by Garry Wills, a Pulitzer Prize-winning scholar on presidential leadership. A class discussion of Solomon's and Washington's legal paradigms of leadership.

Study:
Wills, G. (1994). "Constitutional leader: George Washington." *Certain trumpets: the call of leaders*. New York: Simon & Schuster, pp. 148-157.

E. The Gettysburg Address: Lincoln's Legal Paradigms of Leadership in Action

With the resounding power of 272 words, Abraham Lincoln changed history forever. An examination of this "transcendental declaration"

by a Pulitzer Prize-winning scholar. Compare Lincoln's creativity in his watershed address with that of King Solomon in his courtroom drama.
Study:
Wills, G. (1992). "The transcendental declaration." *Lincoln at Gettysburg: The words that remade America*. New York: Simon & Schuster, pp. 90-120.

II. LEADERSHIP AND THE CONSTITUTION: SELECTED CASE STUDIES AND ISSUES IN LEGAL CRISIS MANAGEMENT

Freedom of the Press

3 A. The *Pentagon Papers* Case: Press Leadership in the Crucible

The press, the ubiquitous fourth estate, is one of the most powerful forces of influence and change in America. In this context, newspaper and broadcast executives are quite often unofficial formulators of public policy. What is the proper constitutional paradigm of leadership, if any, for this institution? An examination of the historical setting of the landmark *Pentagon Papers* cases.
Study:
Ungar, S. (1972). Preface; ch. 1. *The papers and the papers: An account of the legal and political battle over the Pentagon papers*. New York: Dutton, pp. 1-19.

B. Bold Leadership in the Newsroom: The Decision to Publish the *Pentagon Papers*

A behind-the-scenes examination of the leaders at the *New York Times* and their decision, after weighing the legal risks, to publish the *Papers*. Did the *Times* hold equity above the law?
Study: Ungar, *The papers and the papers*, ch. V.

4 C. Bold Leadership at the Pentagon, the State Department, and Justice Department: The Decision to Take the *New York Times* to Federal Court

A behind-the-scenes examination of the leaders in the executive branch and their unprecedented move to censor and bridle the press. Did the *Times* violate the federal Espionage Act by publishing the *Papers*?
Study: Ungar, *The papers and the papers*, ch. VI.

D. Leadership in Chambers: The Supreme Court Resolves the Constitutional Crisis

A behind-the-scenes examination of judicial leadership at a time of grave, national crisis. Is the Supreme Court a policymaker or adjudicator here?
Study: Ungar, *The papers and the papers*, ch. XII.

5 E. CIA Journalistic Cover: Should the Press Spy for America?

In March 1996, CIA Director John Deutch made the stunning admission that the CIA retains a rarely invoked policy to use American journalists or their organizations as cover for intelligence gathering abroad. Does such a policy violate the Constitution or international law? Is this a proper role for the press?
Study: Articles in *The Washington Post* on CIA journalistic cover (1996).

F. Moral Responsibility in Reporting: The Suicide of Admiral Boorda

In May 1996, the nation was shocked at the suicide of Admiral Mike Boorda, chief of naval operations. He took his life just two hours before *Newsweek* reporters were going to "interview" him about certain allegedly unauthorized medals he had worn on his chest for 30 years since the Vietnam War. Was Boorda's death a failure of leadership in the newsroom, as some have argued? Does the press have a moral or legal duty to refrain from exposing personal scandals when publication might result in the subject's death?
Study: Articles in *Newsweek* and *The Washington Post* on Admiral Boorda's suicide (1996).

G. Terrorism: The Media and the Law

What guidelines should the media follow in covering this new warfare? A penetrating analysis of media leadership in this emerging area from the viewpoint of a prominent newspaper publisher. A class discussion on the need for responsible leadership in covering terrorist attacks.
Study:
Hoge. (1982). The media and terrorism. In A. Miller (Ed.), *Terrorism: The media and the law*. Beverly Hills, CA: Transnational.

6 H. Judicial Leadership in the Crucible: Should Judges Permit High-Profile Trials to Be Televised?

A general examination of this timely issue.
Study:
(1995). Should judges permit high-profile trials to be televised? *American Bar Association Journal*, September, pp. 36-37.

I. Justice in the TV Fishbowl: The O. J. Simpson Case

A detailed examination of how TV cameras appear to have actually led this explosive trial. This class will include relevant television excerpts from the trial.
Study:
Alexander, S. (1996). The impact of California vs. Simpson on cameras in the courtroom. *Judicature*, Jan.-Feb., pp. 169-172.

J. Media Leadership on the Cutting Edge of Technology
The ongoing battle between the Pentagon and the media over newsgathering by high-resolution commercial satellite. Satellite photos will be shown.
Study:
Taylor, P., III. (1987). Issue from outer space: Press freedom in outer space raises national security issues. *The National Law Journal*, Nov. 2, pp. 13-14.

Freedom of Religion

7 K. When Moral Force Impedes the Combat Mission: An Ethical and Legal Dilemma for Leaders
Shortly after the outbreak of World War I, a young man raised in the Tennessee mountains and an expert shot was drafted into the U.S. Army. His religious principles told him that he could not fight and kill enemy soldiers. A compassionate, insightful, and creative leader by the name of Major George E. Buxton told the young soldier to depart the Georgia training camp on leave and return home "to do some thinking and praying" about his spiritual dilemma. That "young man of character" was Sgt. Alvin York who was later awarded the Medal of Honor for one of the most gallant displays of heroism in military history. Compare Buxton's legal paradigm of leadership to that of Solomon, Lincoln, and Washington. This class will also examine the leadership implications of a scenario involving a soldier's refusal to launch nuclear missiles on his Sabbath day of rest.
Study:
Taylor, P., III. (1986). When moral force impedes the mission on the Airland battlefield: An ethical and legal dilemma for leaders? *Military Chaplains' Review*, Fall, pp. 35-44.

L. Faith, Political Campaigns, Legislating Morality, and the Christian Coalition Leadership: Where's the Wall Separating Church and State?
A critical analysis of the Christian Coalition's legal paradigm of leadership. A reference for this class will be *The culture of disbelief*, a monumental achievement on the relationship between law, politics, and religion in American society by a respected Yale law professor.
Study:
Carter, S. (1993). "The separation of church and state." *The culture of disbelief: How American law and politics trivialize religious devotion*. New York: HarperCollins, pp. 105-125.

M. Parental Leadership and Child Neglect in the Name of God: Faith Healing and Criminal Prosecution
A critical analysis of the volatile issue of state criminal prosecutions against parents who refuse life-saving medical treatment for their children in the name of faith healing. Can the state play God? What is the proper leadership role of parents and prosecutors here? Are parents using their free exercise of religion "at the price of a child's life"?
Study:
Abraham, H. Abraham, Isaac, and the state: Faith healing and legal intervention. *University of Richmond Law Review, 27*, pp. 951-987.

8 Midterm Exams

Fourth Amendment

9 N. Presidential and Congressional Leadership in the New Age of Terrorism: Legal Constraints
The public cries out for strong leadership in this new age of terrorism from stronger airline security to tougher anti-terrorism measures for the next Olympics. But the Constitution and international law stand as roadblocks to calls for "roving wiretap" authority for the FBI and military action against shadowy, international terrorist groups. A critical analysis of the legal constraints on leaders in this context.
Study:
Pope, K., & Marcus, A. (1996). Can American stomach a war on terror? Other nations curb speech, deploy troops. *The Wall Street Journal*, August 2, p. A8.

Due Process Cause

O. Judicial Leadership Invalidates Overzealous Presidential Action: Truman and the Steel Seizure Case
In 1952, in the midst of a bad economy and the unpopular Korean war, President Truman, in an effort to avert a national strike, ordered the federal seizure of the steel mills of all major companies involved in the labor dispute with the Steelworkers of America. The Supreme Court responded with its landmark *Youngstown*

decision that invalidated Truman's unparalleled action. Was the Court's leadership role here one of policy-making or adjudicating?
Study:
Marcus, M. (1977). "The government seizes the steel mills." *Truman and the steel seizure case: The limits of presidential power.* New York: Columbia University Press, pp. 58-82.

P. Corporate Leadership in the Crucible: Are Layoffs Moral?
Recently, the small-engine maker that was once Milwaukee's largest industrial employer filed a novel defamation lawsuit against *The National Catholic Reporter*. The basis: a commentary that the corporate leaders at the company lived "in either denial or moral blindness" when they took their job-reduction actions. Should leaders "consider their religious principles when deciding such tough corporate issues as whether to reduce their workforce?" Or should the company profit margin be the dispositive issue?
Study:
Train, A. (1991). The case of the downsizing decision (case study). *Harvard Business Review*, March-April, pp. 14-30.
Schellhardt, T. (1996). Are layoffs moral? One firm's answer: You ask, we'll sue. *The Wall Street Journal*, August 1, pp. A1, A5.

The Sixth Amendment

10 Q. The Need for Leadership in the Jury Room
The goal of these four classes is to prepare students for responsible leadership in jury service. What is the proper role of the jury in the legal system? What is the psychology of the jury? Should the jury employ the Solomonic legal paradigm of equity or should it be bound by the law? Viewing of the Oscar-nominated film, *12 Angry Men*. This 1957 classic stars Henry Fonda as the "voice of reason as an angry jury marches toward a quick and emotionally biased verdict against a young adolescent on trial for murder." This outstanding film graphically psychoanalyzes the jury system and is shown in many graduate programs in psychology and management around the nation.
Study:
Hastie, R., Penrod, S., & Pennington, N. (1983). "The psychology of juror and jury decision making." *Inside the jury*. Cambridge, MA: Harvard University Press, pp. 15-36.
Kessler. (1975). "The social psychology of jury deliberations." In R. Simon (Ed.), *The jury system in America: A critical overview*. Thousand Oaks, CA: Sage, pp. 67-89.

R. Jury Nullification Verdicts: Implications of Failed Leadership in the Jury Room?
A critical analysis of the role of the jury foreperson and the process of jury nullification in verdicts.
Study:
Kassin, S., & Wrightsman, L. (1988). "The jury's nullification power": "Leaders, participants, and followers." *The American jury on trial: Psychological perspectives.* Bristol, PA: Hemisphere, pp. 157-162, 177-180.

11 S. Jury Nullification in the O. J. Simpson Case?
A critical analysis of leadership in the jury room in the volatile O. J. Simpson case.
Study:
Boswell, R. (1995). Crossing the racial divide: Challenging stereotypes about black jurors (O. J. Simpson trial). *Hastings Women's Law Journal*, Summer, pp. 233-240.
Louz, A. (1995). Jury nullification (O. J. Simpson had lawful verdict). *New Law Journal, 1522*(1), 145.

T. A Classroom Jury Nullification Exercise
The class will role-play a jury caught in the throes of an emotionally charged, high-profile murder case scenario. A critique will follow the exercise.
Review class study assignments on the jury system.

III. LEADERSHIP AND PUBLIC SERVICE LAW

12 Avoiding the United Way Fiasco: Circumspect Leadership and an Accountability Paradigm.
The United Way fiasco left a "black eye" on nonprofit organization leadership in America. Many Jepson School graduates will find professional niches in public service organizations. An examination of a strategic management of accountability paradigm for nonprofit organizations.
Study:
Herzlinger, R. (1996). Can public trust in nonprofits and governments be restored? *Harvard Business Review*, March-April, pp. 97-107.

A. The Litigation Explosion
The unprecedented explosion in civil lawsuits in America over the last 15 years poses serious consequences for the nation. A critical examination of the origin and leadership fallout from this phenomenon.

Study:
Olson, W. (1991). "The balance of legal peace." *The litigation explosion: What happened when America unleashed the lawsuit*. New York: Dutton, pp. 339-348.

B. Rampant Lawyer Jokes and the Credibility Gap

What does the public expect from its leaders, especially those in the legal profession? Is there a credibility gap that has precipitated the proliferation of lawyer jokes? A critical examination of these cutting-edge issues.

Study:
Kouzes, J., & Posner, B. (1993). "The credibility factor: What people expect of leaders." In W. Rosenbach & R. Taylor (Eds.), *Contemporary issues in leadership* (3rd ed.). Boulder, CO: Westview Press, pp. 57-62.
Ramo, R. C. (1996). Heroes in the truest sense: Lawyers who act with courage and dignity are role models for us all. *American Bar Association Journal*, April, p. 8.

IV. LAWYERS AS PEACEMAKERS

13 A. A Dramatic Shift in Leadership: The Lawyer Turns Peacemaker

As "adversaries turn from litigation to mediation to resolve differences, the future will belong to attorneys who can lead the way to common ground." The astronomical demand for mediation in civil lawsuits has caused a radical transformation of the legal profession. This class will examine Alternative Dispute Resolution (ADR), the "child born of necessity," and the novel problems that have been created by this new paradigm of conflict resolution.

Study:
Henry, J., & Lieberman, J. (1985). "The pathology of litigation"; "Mediation: The sleeping giant of business dispute resolution." *The manager's guide to resolving legal disputes: Better results without litigation*. New York: Harper & Row, pp. 6-18, 57-68.
Reuben, R. (1996). The lawyer turns peacemaker. *American Bar Association Journal*, August, pp. 55-62.

B. A Classroom Exercise in Mediation

Mediation is a viable career niche for Jepson School graduates. The class will role-play a mediation of a civil dispute between two parties. Application of the Solomonic legal paradigm of leadership. A critique will follow.

Study:
Carver, T., & Vondra, A. (1994). Alternate dispute resolution: Why it doesn't work and why it does. *Harvard Business Review*, May-June, pp. 120-130.

V. CORPORATE LEADERSHIP AND THE LAW: SELECTED ISSUE

14 Management Response to "Whistleblowing": Legal and Ethical Issues

A critical examination of two actual cases. The first case involves a doctor who was forced to resign for his refusal to develop a controversial therapeutic drug. Next, the class will critically analyze the discharge of an employee because he supplied information to police that a company employee might be involved in a crime. Did these employees have values that transcend loyalty to their companies?

Study:
Halbert, T., & Ingulli, E. (1986). "The duty of loyalty: Whistleblowing." *Law and ethics in the business environment*. Anaheim, CA: West, pp. 18-32.

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Leadership in Political Contexts

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

Politics, the authoritative allocation of goods and values, is pervasive. It is apparent in the process and institutions of government but less apparent, though equally pervasive, as the backdrop of events and dealings in the workplace and in groups ranging from large formal organizations to the family. Consequently, political leadership entails elected officials and institutions of government and the processes, formal and informal, by which power and authority are exercised and leadership is selected in diverse settings. This course will impart to students an understanding that political leadership extends beyond the role of public office and to the role of citizen and other roles in everyday life.

OBJECTIVES

- To examine power and its role in leader-follower relationships.
- To examine the contemporary American political context and its impact on leadership.
- To examine basic processes of preparation and selection of political leadership.
- To examine the political process and the interrelationship of political actors in bringing public problems to the political arena and dealing with them.
- To provide students with direct experience of a set of political leaders working for public response to a problem.
- To provide or improve the following student competencies:
  - To analyze different forms of power and their political role in problem solving and avoidance.
  - To distinguish and relate leadership roles in political settings in contrast to other contexts and within political settings.
  - To distinguish the political leadership roles of individuals, nongovernmental organizations, and elected officials or government agencies.
  - To analyze constraints to political change within an organization's internal and external environments.
  - To work in problem-solving groups.
  - To uncover and develop new sources of information.
  - To work in conjunction with a political leader.
  - To communicate ideas effectively.

In addition, all Jepson School courses have common and integrative themes. This course will emphasize communication skills, including written assignments, oral reports, small-group work, and perhaps interviews. The issues selected for reports will provide insight into the differences, including power and powerlessness, among groups and individuals within society. The analysis of political problems and positions will engage the critical-thinking faculties of the students, as well as their values and imagination.

TEXTS

Burns, J. M. (1978). *Leadership*. New York: HarperCollins.

Dionne, E. (1992). *Why Americans hate politics*. New York: Touchstone.

REQUIREMENTS

This class will depend on your participation. We will have oral presentations every week by one or more groups of students. These presentations will provide a base for further discussion by the rest of the class.

- You will be required to construct a reflective journal based primarily upon a political activity that you undertake, such as campaigning, lobbying, or advocating for legislation. This activity should take a minimum of 20 hours. Your journal should integrate class discussion and readings and three reviews of films. Occasionally, you will be required to write an essay on an assigned topic. The outline for the journal is as follows.
- You have several choices for your political action: You may participate in one of several campaigns during the semester; work in the office of a state political party; help organize and conduct straw poll elections on campus during the semester; work on redistricting issues in several states through the work of the ACLU here in Richmond; work on a project to restore civility in public life; or work with local, elected, or appointed officials on county commissions, school boards, state commissions, or city councils.
- Journal topics are as follows:
  - Week 1: My Politics and My Political Goals for the Semester
  - Week 2: Movie review, reflection on class, readings, or political action
  - Week 3: Movie review, reflection on class, readings, or political action
  - Week 4: Movie review, reflection on class, readings, or political action
  - Week 5: Movie review, reflection on class, readings, or political action
  - Week 6: Reflection: Where the Political and Personal Meet in My Life
  - Week 7: Reflection on class, readings, or political action
  - Apartheid, Political Leadership, and Film
    Write an essay that integrates film, readings, and Professor Tomaselli's class presentation and university lecture.
  - Havel and the Velvet Revolution
    Write an essay on one of two topics: Havel and the Art of Politics, or Havel: Public Entrepreneur with an Impossible Job.
  - Week 10: Movie review, reflection on class, readings, or political action
  - Week 11: Movie review, reflection on class, readings, or political action
  - Week 12: Movie review, reflection on class, readings, or political action
  - Week 13: Movie review, reflection on class, readings, or political action
  - My Political Journey Through LDSP 303
- Your journal should include three film reviews in addition to the reflections you prepare. Your reviews should

describe the contents of the film, show familiarity with reviews and interpretations of the film, and integrate class readings and discussions. Reflections on class, readings, or political action should analyze some aspect of one of the three. Your reflection should go beyond description and compare or contrast, generalize from, or apply the class event, reading, or political activity that you describe.

At the end of the semester, you will assemble your semester's work in a portfolio and write an assessment of your work and the learning you derived from it. The portfolio contents need to include three oral presentation reports, journal, and three written reports.

We will use peer evaluation for a significant portion of your grade. This reflects the premise of this class that each of us is responsible for the class. This is the campus version of a larger political premise that each of us has responsibility for the groups in which we participate. Researchers estimate that 40% of what students learn in college they acquire from their peers. Please take your responsibility to contribute to the class seriously. We will proceed during the semester as a group of learners rather than a series of teacher-student or warden-prisoner dyads. Peer evaluation will assess your contribution to the group's learning.

OUTLINE

Week **Topic**

SECTION I: INTRODUCTIONS

1 Overview and Planning for the Semester
We will spend most of this week getting organized for the semester. Content-wise, we will focus on politics and political leadership and provide an overview of the field and the course.
Read:
Burns, *Leadership*, pp. 1-28.
Edelman, M. (1971). *Politics as symbolic action, mass arousal, and quiescence*. San Diego, CA: Academic Press, pp. 1-43.

SECTION II: POLITICAL LEADERSHIP

2 Politics as Symbolic Action
Our substantive concern this week is the constitution of authority, and we will visit two conceptions of authority: Plato's philosopher-king and Machievelli's prince. We will examine politics as symbolic action and the interrelation of culture, especially film and politics. We will discuss one American film classic for its politics, *Grapes of Wrath*. We will also examine two classic examples of film as propaganda and a Hollywood musical that opens up considerations of culture and the construction of authority.
Journal entry due
Group presentation on: *Triumph of the Will, Birth of a Nation, 1776*
Read:
On reserve: Weber, Politics as a vocation
Machievelli, N., & Mansfield, H., Transl. (1985). *The prince*. Chicago: University of Chicago Press, pp. vii-xxiv.
Kellerman, B., Ed. (1994). (Machievelli) "The prince"; (Plato) "The philosopher-king." *Political leadership: A source book*. Salem, WI: Sheffield, pp. 376-387.
Rogin, M. (1988). *Ronald Reagan, the movie: And other episodes of political demonology*. University of California Press, pp. 190-236.
Christensen, T. (1987). *Reel politics: American political movies from* Birth of a Nation *to* Platoon. Cambridge, MA: Blackwell, pp. 1-12.
Edelman, pp. 172-194.

3 Political Leadership as Moral Action
We will examine the exercise, compliance, and protest of political authority from various positions inside and outside of public authority.
Journal entry due
Group presentation on: *Romero, Malcolm X, High Noon*
Filmography: Costas-Garvras makes political films including *Missing*, which deals with a family caught up in the coup to overthrow President Allessandre Allende of Chile and the role of the American government in it. Ibsen dealt with the theme of individual resistance to majority wrong in *Enemy of the People*. The classic film treatment of this theme is *12 Angry Men*. *Maria's Story* in Anne Deveare Smith's video presentation shows another side of prejudice and leadership in small groups. *Bad Day at Black Rock* offers a powerful portrayal of individual resistance to prejudice. See also the recent Travolta-Belafonte film for a personal story against a political question of equality. Joan of Arc has received recurring treatment as a political leader.
Read: Burns, pp. 29-46, 241-254; On reserve, Thoreau, "Civil disobedience."

4 The Corruption of Political Leaders
We seem more entertained by stories of wrongdoing than of the conduct of ordinary moral behavior. Not surprisingly, then, we have many more films about malevolent than benevolent leaders. Consequently, our readings and our films present a stark contrast that may be two sides of the same coin of political leadership.

Journal entry due
Group presentation on: *All the King's Men, The Candidate, All the President's Men*
Read: Burns, pp. 105-137.

5 Transactional Leadership, Competing Interests, and Pluralism
Politics seemed corrupt even in post-World War II films. Strong men stood up to those corruptive influences. Strong women showed them how. In the background of many of these films, in supporting roles, we find party politics and interest-group influences in government. *Advise and Consent* is perhaps the most explicitly political movie that Hollywood ever made. We will have two additional reports this week on the conduct of public roles: successful public entrepreneurs and public officials with impossible jobs.
Journal entry due
Group presentation on: *Mr. Smith Goes to Washington, Advise and Consent, Bob Roberts*
Filmography: *The Seduction of Joe Tyson* offers another insider's view of politics and compromise. *The War Room* is a recent documentary on the Clinton campaign headquarters in 1992. *The Last Hurrah* treats transactional politics in political machines a little more kindly. The last flattering portrayal of the American president came in *Sunrise at Campabello. The American President* provides the office much more respect than films in the past ten years. A documentary-style film on Nixon is *Millhouse*.
Read: Burns, pp. 257-397.

6 The Personal and the Political
The politics of culture affects who we are and who we aspire to be. As human beings we also seem to have public and private selves in different portions among us and within individuals at different times. We will spend time this week exploring the theme of negative liberty that is a bedrock political value.
Journal entry due
Group presentation on: *Reds, The Way We Were, The Fountainhead*
Read: Burns, pp. 141-168.
Filmography: Individual liberty and its contest with institutional or organizational power is a favorite theme of Hollywood—e.g., *One Flew Over the Cuckoo's Nest, A Great Notion, Legend of the Fall*, and most Clint Eastwood (both as Dirty Harry and the nameless western drifter) and Charles Bronson movies.

SECTION III: CONTEMPORARY ACCOUNTS OF POLITICAL LEADERSHIP

7 Theories of Political Leadership
We will take a break from the movies this week and look at recent work to generalize about political leadership.
Journal entry due
Read on reserve: Heifetz and Sinder, "Political leadership," pp. 178-203; Gardner, "Introduction," "Lessons," pp. 3-21, 285-306.
Also read: Burns, pp. 405-421, 422-443; Rogin, *Reagan: The movie*, pp. 1-44; Edelman, pp. 73-94.

8 South Africa and Political Leadership
This week we will examine politics and film in South Africa and compare them with our discussions and readings thus far.
Journal entry due
Group presentation on: *Long Dry Season, Cry Freedom, Cry the Beloved Country*
Read: Tomaselli, K. (1988). *The cinema of apartheid: Race and class in South African film*. Union City, NJ: Smyrna Press.

9 Havel and the Velvet Revolution
We will continue our comparative perspective on political leadership with discussions of Czechoslovakia and the leadership of Vaclav Havel. We will have Jana Ryslinkova, the Jepson Leader in Residence, as a regular participant in this week's classes.
Journal entry due
Group presentation on Havel: The Artist and Political Leaders; Czechoslovakia: The Frayed Velvet Revolution

SECTION IV: CONTEMPORARY AMERICAN POLITICS AND POLITICAL LEADERSHIP

10 The Failures of Liberalism
We will survey contemporary American politics and events among liberals and the Democratic party. We will examine film portrayals of the Cold War and the assault on liberal politics that culminated in the brief and terrible influence of senator Joseph McCarthy.
Journal entry due
Group presentation on: *Dr. Strangelove, Daniel, The Manchurian Candidate*
Read: Dionne, pp. 9-28, 29-144; Rogin, pp. 236-271.
Filmography: The Cold War served as a wonderful backdrop for the contest of good and evil in films like James Bond's *Dr. No* and *Rocky IV*.

The political and military dimensions and their dangers are drawn more explicitly in *Seven Days in May*, *Daniel*, *Fail Safe*, *Three Days of the Condor*, and *War Games*, as well as documentaries and docudramas such as *Atomic Cafe*, *Missiles of October*, and *The Unquiet Death of Julius and Ethel Rosenberg*. Hollywood paid a great deal of attention to the impact of McCarthyism, "red-baiting," and the Cold War on its own members. *The Way We Were*, *Fear on Trial* (John Henry Faulk), *The Front*, *A King in New York* (Charlie Chaplin), and *Guilt by Suspicion* are some films that treat these issues. Hollywood and playwrights, such as Arthur Miller, also found other vehicles to tell stories of resisting abuses of power and authority and courage in the face of others' cowardice and inability to do what was right. *High Noon*, *The Crucible*, *View from a Bridge*, *Inherit the Wind*, and *12 Angry Men* are some examples of these vehicles.

11 The Conservative Impasse
We will continue our survey with attention to conservatives and the Republican party. We will look at aspects of "sixties" culture.
Journal entry due
Group presentation on: *Born on the 4th of July*, *The Longest Walk*, *Easy Rider*
Read: Dionne, pp. 145-326; Rogin, pp. 44-80.

12 The Legacy of Vietnam
Few issues dominate American culture and politics such as the Vietnam War does. We will discuss the war, its political impact, and its portrayals in Hollywood.
Journal entry due
Group presentation on: *Platoon; Good Morning, Vietnam; Rambo*
Read: Tuchman, B. (1992). *March of folly: From Troy to Vietnam*. New York: Ballantine Books, pp. 234-377.
Filmography: Vietnam provided lots of material for Hollywood, and the national divisions appear in film. *Green Berets* continued the John Wayne Wild West tradition of patriotic and just wars. *Rambo* and *Missing in Action*, during the Reagan years, reintroduced the heroic individual whom his nation betrayed in Vietnam. Many films portrayed the tragedy of war. *Go Tell the Spartans* tells about early U.S. involvement. *Indochine*, a recent film, deals with the origins of the war. Hollywood expressed the national disillusionment and despair over Vietnam in films, such as *Apocalypse Now*, *The Deer Hunter*, *Full Metal Jacket*, and *Homecoming*. Outstanding documentaries also portrayed the war, such as *Vietnam*. See also *Heaven and Earth*, *The Killing Fields*, *Twilight's Last Gleaming*, *The Boys in Company C*. Other criticisms of the Vietnam War came in the form of revisionist films dealing with the Indian wars of the late 19th century and other conflicts with Native Americans. These films include: *Apache*, *Little Big Man*, *Soldier Blue*, *Dances with Wolves*, and *Tell Them Willie Boy is Here*. Vietnam spurred criticism of other U.S. interventions in other countries, especially Central America—e.g., *On Company Business*, *State of Siege*, and *Salvador*.

13 Populist Politics: Hope and Protest
We will look at film portrayals of official and corporate injustice and wrongdoing and the resistance of ordinary people.
Journal entry due
Group presentation on: *Eight Men Out*, *Silkwood*, *The Milagro Bean Field War*
Filmography: Hollywood took a look at the mergemania, "greed is good" ethic of the 1980s in *Wall Street* and *Barbarians at the Gates*, and also at corporate responsibility in *China Syndrome*.

14 Regaining Politics
We return to values and politics, democratic values, and democratic politics. We will stress the role of mediating structures in democratic theory.
Journal entry due
Group presentation on: *Norma Rae*, *Matewan*, *The Times of Harvey Milk*
Read: Becker, T., & Couto, R., Eds. (1996). "Afterword": "Mediating structures and market democracy." *Teaching democracy by being democratic*. Westport, CT: Praeger.

15 Final Exam

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Leadership and the Women's Movement

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

This course aims to explore a number of questions. What is a social movement? What theories explain the origins, development, and functioning of social movements and their leadership? In what ways can these theories give insight into women's movements for social change (predominantly in the U.S., but abroad as well)? Does it make sense to speak of "a women's movement," of waves of a single movement, or of leadership of the movement? Are all women's movements feminist? What about women's leadership and participation in other social movements? How do the activities of academicians, activists, and political elites intersect in seeking changes for women? What are the boundaries of the women's movement? What has it accomplished? What remains to be done? What are the opportunities and occasions for leadership in the contemporary women's movement? It is our hope that students will come to see the forms in which women's movements are alive in the present, not only in the past. Further, we hope students will be empowered with the skills and determination to participate in movements for social and political change and for change in daily life.

TEXTS

Bem, S. (1993). *The lenses of gender: Transforming the debate on sexual inequality*. New Haven, CT: Yale University Press.

Costain, A. (1992). *Inviting women's rebellion: A political process interpretation of the women's movement*. Baltimore: Johns Hopkins University Press.

Davis, F. (1991). *Moving the mountain: The women's movement in America since 1960*. New York: Simon & Schuster.

Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

North Carolina Equity Women's Agenda Program. (1993). *Women's agenda*. Raleigh: NC Equity.

Readings on reserve.

In addition, each student will read a novel and a book on women and leadership.

REQUIREMENTS AND EVALUATION

Talking Papers—30%

To give us a chance to reflect on and integrate the reading and classwork, we will write a three- to five-page paper for the introductory and first three sections of the course. We will do four of these "talking papers," and the lowest grade will be eliminated. Each remaining paper is worth 10% of the grade. The topics for the talking papers follow:

- Topic for Introductory Section, Session 3: While you read today's assignment, consider how the women's movement has changed your life. How does this compare to the reflections your mother and grandmother might offer on the same subject? Please interview your mother (or close female relative or friend of her generation) about what life was like for her at age 20. What were her experiences, expectations, and opportunities with respect to education, career, family, standard of living, and technology (telephone, travel, household appliances, etc.)? Also, ask a grandmother or close woman of your grandmother's generation what life was like for her at age 20. Organize, and then write about, your reflections and those of your interviewees, and try to relate them to the ideas that we read about and discussed during the introductory sessions of this course.
- Topic for Section I, Session 5: Among other things, this section underlines the importance of knowledge and the politics of information. For today's assignment, interview one women's advocate in the community about the importance to women of the oral, written, personal, or public transmission of "forbidden" or devalued knowledge about health, money, or some other dimension of gender inequality.
- Topic for Section II, Session 8: Research one of the following leaders from the late 19th and early 20th centuries: Mother (Mary Harris) Jones, Ida B. Wells (-Barnett), Jeanette Rankin, Jane Addams, or June Lathrop. It is important that several students select each woman. Describe briefly the woman's biography, the movement(s) and causes with which she worked, organizations she began or led, significant accomplishments, and honors or awards. It will be helpful also if you can discuss reasons why her fame is not more widespread.

- Topic for Section III, Session 13: Read or reread a novel of your choice, and analyze it in terms of Bem's three lenses of gender. What does the cultural product (novel) you have selected convey about gender, gender inequality, and the seeds of and prospects for change? You may focus on change at the individual or social level.

Major Research Papers—30%

By Session 3, you should commit yourself in writing to one of the following research options. It is our hope that the majority of the class will choose Option Three, but we provide other options to give you some latitude.

- Option One: Negotiate an agreement with a faculty member to produce a sophisticated research product that would be a useful collaboration in that faculty member's research. It would be most productive if the faculty member were one of the speakers in our class this term, although other possibilities can be negotiated. Though the subject need not have been touched on in class, the student must effectively argue for its pertinence to a class on leadership and the women's movement. For example, a student might review the literature in an area that is relevant to a professor's research, identify the important questions that emerge from that literature, and connect the subject area to the women's movement.
- Option Two: Jo Freeman is a political scientist and scholar of some stature in the study of the women's movement and women and politics. In her book, *The Politics of Women's Liberation* (1975), she traces the development over time of several public policies sought by women. Continue the story of one public policy from the point where she left off to the present day (10-12 pages).
- Option Three: Make Women Count (MWC) is a bipartisan political action committee working to elect more women to public office in the state of Virginia. The organization seeks to grow, and has recently developed a list of issue areas on which it would like to take informed positions and make recommendations: economy and employment, education, health, family, crimes of violence, reproductive choice, and participation in government. North Carolina Equity is a women's advocacy organization that produced a model set of such recommendations and rationales to support them. Read and then choose a topic from the North Carolina *Women's Agenda*, and follow the model that you see there. Investigate the policy area and write a rationale for women's concerns about it in the state of Virginia. In a 10-12 page paper, assess the current situation in Virginia, and develop policy recommendations to address gaps and remaining needs for women in Virginia. Then, attach a one-page executive summary of your paper and identify which MWC issue area your problem analysis falls under. In the end, you will have developed a concise, scrupulously researched, and documented section of the *Virginia Women's Agenda*!

The Unfinished Agenda Small-Group Project—20% Total

Unfinished Agenda Project Content—10%

Instead of a talking paper, Section IV of the course calls for a plan of group action (and a group grade). Assume that our class has prepared a first-rate draft of a *Virginia Women's Agenda* and it is time to get grassroots reactions and contributions. Assume further that you are trying to reach, and assemble for a day, women leaders at the grassroots of all regions of the state of Virginia. Assume still further that your budget for this project will cover modest paper, telephone, photocopying, and mailing expenses. What networks and types of organizations, agencies, and advocates would you contact? How and where would you call them together? How would you structure the day? By what method will the needs of women in Virginia be conveyed? What skills and information are important to confer and impart? How will you integrate and accommodate participant contributions to the unfinished Agenda? Once it is complete, how will you gain statewide attention for the Virginia Equity Agenda? What leadership skills and tactics will be required, and of whom, if this third wave of the women's movement is to be successful? In groups of about four students, you will develop a plan that would answer these questions, and produce any relevant memos, schedules, press releases, and so forth.

Some hints to help you get started: If you chose Option Three for your major paper, determining what leadership is required in your issue area should help you begin to identify key actors. Contact a few women leaders in Virginia, and get their views on the feasibility of such a campaign. Would their endorsements be helpful? What tactics do they suggest for gaining statewide attention to the Equity Agenda once it is complete? Also, the session 15 readings from Davis provide one view of current issues.

Leadership Process Evaluation—10%

The second part of the Unfinished Agenda project provides individual students an opportunity to analyze their group's process and leadership practices and styles. Further, it allows for peer evaluation. This part of the small-group project will be graded individually. Use your reading for the session 14 class and the discussion in that class to identify elements of effective leadership. Apply those elements to the group work of this assignment. What leadership styles aided your group in its work? What elements of leadership were missing, or might have assisted and improved your group's work?

Peer Evaluation and Participation—20%
Since this is a seminar, the quality, spirit, and quantity of your participation across the semester will be taken into account.

OUTLINE

Session **Topic**

1 Introductions and Logistics
We will introduce ourselves and explain the goals we have for this class and for our participation in this class. We will explain the evaluative procedures of the class and other expectations for your participation. We will also explain the assignments for the semester and develop groups for their conduct. We will begin the substantive study of our topic with a discussion of social movements. We will examine some theoretical analyses of social movements with particular emphasis on the work of McAdam, Freire, Scott, Evans and Boyte, and Couto.

2 Social Movements: Theory and History
We will continue our discussion of theories of social movements. We will review the elements of analysis from the first class and apply them to the first and second waves of the women's movement. We will address the origins and expression of leadership.
Read: Costain, *Inviting women's rebellion*, pp. xi-xx, 1-26; Davis, *Moving the mountain*, pp. 9-105.

SECTION I: HEALTHY, WEALTHY, AND WISE

3 Politics, Movement, and Information
We will examine how the capacity and practice of research and study changed with the women's movement. Specifically, we will examine what got studied, reported, and published on women before and after the second wave, as well as the development of programs of women's studies. We will also use this time to review research skills using electronic media in libraries. Please familiarize yourself with your vax account, and sign on to it before this class.
First short paper due
Read: Davis, pp. 106-120.
Readings on reserve: Spencer: "Introduction," "Gatekeeping," "The printed word"; Cramer & Russo: "Toward multicentered women's studies in the 1990s"; Kramarae, Cheris, & Spender: "Exploding knowledge."

4 The Women's Health Movement
One significant outcome of the women's movement involved the development of new health services for women and changed attitudes toward the health and well-being of women who should control it. We will discuss these changes and specific issues including abortion, violence, and breast cancer.
Read: Davis, pp. 227-259, on abortion; pp. 157-183 and 453-470; on violence, pp. 308-331.
Readings on reserve: Anglin: "Activists and advocates as actors in health"; Ferraro: "You can't look away anymore."

5 Women and Wealth
We will examine the economics of gender and status of women economists.
Read: Davis, on education, pp. 205-227; on family, pp. 278-307; on equal pay, pp. 332-355.
Readings on reserve: Blau & Ferber: *The economists of women, men, and work*, pp. 1-7; McDonald: "Economics and feminism"; Selz: "Feminism and the history of economic thought"; Ferber & Teiman: "The oldest, the most established . . ."; Bergmann: "The task of a feminist economics"; Badgett: "Gender, sexuality, and sexual orientation."
Second short paper due

SECTION II: PRECEDENTS AND CONSEQUENCES OF THE MOVEMENT

6 Personal Politics
We will examine the relationship of the civil rights movement to the second wave of the women's movement.
Read: Davis, pp. 365-384; Hooks, *Teaching to transgress*, pp. 1-75, 93-127, 129-165, 201-207.
Readings on reserve: Chalmers: "Towards the liberation of women"; Foster: "Recollection of a veteran of the '60s school integration in Richmond."

7 Sweet Honey in the Rock Concert (attendance required)

8 Women's Leadership of Other Movements
We will examine the leadership of women in the social movements of the late 19th and early 20th centuries. Guest lecturers will share their research on two 19th-century women leaders, Marie Howland and Caroline Norton.
Third short paper due
Readings to be announced

9 Women, the Women's Movement, and Politics in the United States

We will examine the impact of the women's movement on the political process and the impact of the process on the movement. This session will review some familiar material but offer an explicit theoretical framework to interpret it. We will focus on the effort to achieve an equal rights amendment.
Read: Costain, pp. 26-142; Davis, pp. 121-136, 385-411, 184-204.

SECTION III: POLITICS, CULTURE, AND THE WOMEN'S MOVEMENT

10 Politics and Gender: Comparative Perspectives
We will examine the political status and leadership role of women in other places currently and at other times. We will also examine the status of women in Islamic society and study the goddess traditions in religion.
Readings to be announced

11 Women and the Politics of Culture
We will move from institutional contexts of politics and political leadership to the cultural foundations of power and gender.
Semester research project due
Read: Bem, *The lenses of gender*, pp. vii-ix, xi-xii, 1-132.

12 Women and the Politics of Culture
We will continue our consideration of the cultural foundations of power and gender. We will discuss the role of language in expressing power and gender relations.
Read: Bem, *The lenses of gender*, pp. 133-196; Hooks, *Teaching to transgress*, pp. 167-189; Davis, pp. 259-277.

13 Cultural Images of Women
We will turn to portrayals of women in literature and film.
Fourth short paper due
Readings to be announced

SECTION IV: WOMEN, UNFINISHED BUSINESS OF THE MOVEMENT, AND THE CHALLENGE OF LEADERSHIP

14 Women and Leadership
Is there a feminine leadership style? If so, what are its characteristics? We will also examine the course and current challenges of the women's movement.
Readings to be announced: Portions of one of the following:
Helgeson, S. (1990). *The female advantage*. New York: Bantam.
Astin, H., & Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco: Jossey-Bass.
Cantor, D., & Bernay, T. (1992). *Women in power: The secrets of leadership*. Boston: Houghton Mifflin.

15 Oral Presentations of Research Projects
Group report and leadership analysis due
Read: Davis, pp. 137-154, 433-452, 471-490, 491-493.

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Conflict Resolution

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

One task of a leader is to solve disputes either among his followers or with outside constituencies. Most of the time leaders are interdependent with other people and groups. Their knowledge is often incomplete and their information is limited. Leaders must draw upon all of their skills and experience to discover under what prevailing conditions and under what terms, agreement, or settlement will be just and acceptable to all parties. The purpose of this course is to teach students how to resolve conflicts through negotiation and persuasion. This course has the following objectives for students:

- To analyze the role of the leader as peacemaker.
- To learn how to resolve conflicts.
- To understand the origins of conflict.
- To develop negotiating and bargaining skills.
- To explore the role of power in conflict.
- To reflect on one's behavior in conflict situations.

DESCRIPTION

It is much easier to start a conflict than it is to stop one. The word negotiation comes from the Latin *neg* (not) and *otium* (leisure). In other words, resolving conflicts is a lot of work. Like most courses in conflict resolution, this course teaches students how to negotiate and create consensus. A large part of the course will consist of simulation exercises that allow students to experience different types of conflict and to work on their conflict resolution and negotiation skills. Cases on how leaders resolved inter- and intragroup conflict in social movements, political, community, and formal organizations will also be discussed. Students will study and discuss negotiation techniques and the ethical issues related to negotiations. The course will have numerous simulations and exercises that will give students a chance to practice at negotiation and resolving conflicts.

TEXTS

Fisher, R., Ury, W., & Patton, B., Eds. (1991). *Getting to yes: Negotiating agreement without giving in.* Boston: Houghton Mifflin.

Lewicki, R., et al. (1993). *Negotiation: Readings, exercises, and cases* (2nd ed.). Homewood, IL: Richard D. Irwin. (referred to in Outline as "Readings")

Lewicki, R., et al. (1994). *Negotiation* (2nd ed.). Homewood, IL: Richard D. Irwin. (referred to in Outline as "Text")

REQUIREMENTS AND EVALUATION

Lab Book—30%

Students will be required to reflect on their experiences in each simulation exercise, relate their experience to the course readings, and write about it in the lab book. The questions at the end of the exercises in the text, *Negotiation*, will help you organize your thoughts. The instructor will collect and grade your lab book. Entries should average about three to four papers per simulation. This is more than just a reflective journal. You will be expected to specifically apply concepts covered in the substantive readings.

Graded Negotiations/Class Participation—20%

Each student will participate in two graded negotiations. Advance warning will not necessarily be given as to which negotiations will be graded; therefore, students must be prepared for every class. Also, since this class cannot be made up, you will be severely penalized for unexcused absences. Your participation in class discussions is expected to be both substantive and thoughtful.

Quizzes—20%

There will be four quizzes spaced throughout the term. Students will be tested on their knowledge and application of course content.

Term Paper—30%

Students will write a term paper (about 15 pages) examining the way in which a leader handled a negotiation or resolved a conflict. You may choose from a broad range of topics such as a political deal, a foreign policy settlement, a company merger, a community conflict, a racial or ethnic conflict, etc. This will also serve as your comprehensive final exam.

OUTLINE

Session	Topic
1	Introduction to Course
2	The Nature of Negotiation, Interdependence Prepare: Disarmament exercise Read: Text, pp. 1-44; Readings, pp. 561-568
3	Distributing Bargaining Fill out personal bargaining inventory Prepare: Knight/Excalibur exercise Read: Text, pp. 48-79; Readings, pp. 576-577, 725-727
4	Integrative Negotiation Quiz Prepare: Twin Lakes mining simulation Read: *Getting to yes*, pp. 1-94; Readings, pp. 583-586
5	Negotiation Planning and Strategy Prepare: Salary negotiation Read: Text, pp. 109-142; Readings, pp. 189-200, 587-589
6	Negotiation Breakdowns Prepare: The used car exercise Read: *Getting to yes*, pp. 95-144; Text, pp. 143-173; Readings, pp. 573-575
7	Communication Processes Fill out influence tactics inventory Quiz Read: Text, pp. 174-204; Readings, pp. 740-742
8	The Persuasion Process Lab books due Prepare: Detection technologies Read: Text, pp. 205-236; Readings, pp. 259-275, 632-640
9	Social Structure of Negotiation Prepare: Elmwood Hospital dispute Read: Text, pp. 237-291; Readings, pp. 308-314, 329-336, 599-602
10	Individual Differences Fill out questionnaire on Machiavellianism Quiz Read: Text, pp. 324-328; Readings, pp. 341-353, 730-733
11	Power in Negotiation Prepare: Power game simulation

Read: Text, pp. 292-323; Readings, pp. 424-432, 603-604
12 Third Party Interventions
Prepare: Third party conflict resolution
Read: Text, pp. 349-370; Readings, pp. 445-473, 610-617
13 International Conflict Resolution
Quiz
Prepare: Alpha/Beta exercise
Read: Readings, pp. 519-540, 626-628
14 Ethics in Negotiation and Summation
Due: Term papers, lab books
Fill out ethics questionnaire
Read: Readings, pp. 516-518, 734-739

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The Leader as a Change Agent

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

Leading change begins with you; or, in some nonwestern cultures, with your contributions to your community of origin. It should be based on an authentic, ethical evaluation and expression of who you are, what you believe and want for yourself (your personal vision), and what you need to do to bring your vision into reality. From this base, a strong center or focus is established from which one can align with and lead or support change in other arenas. Change is both a process and an outcome. Even when we can readily acknowledge that the outcome of a certain change would be highly beneficial, it is often difficult to experience and endure the process of change in order to reach that desired outcome. We face this dilemma in every aspect of life, but it has never been more imperative to meet the challenges and embrace the opportunities presented by change than in today's society. Much of what we study in leadership involves the process of facilitating change, sometimes during a stable state, but most often during crises, acts of human injustice, or external environmental demands for change. Beckhard and Pritchard (1992) reflect the sentiments of many contemporary writers concerning change: "The world in which we live and will live, and the environment in which organizations will operate, are without precedent. Although the elements are the same, the pace and complexity of changes to new forms, ways of living, and values are of an order of magnitude never before experienced." Given the nature and rate of change in society, those persons in positions of leadership must become highly competent in working with individuals, communities, and organizations to bring about needed change and develop human capabilities to utilize change effectively. "To overcome the resistance to change, one must be willing, for starters, to change oneself" (O'Toole, 1995, p. 14). The purpose of this course is to advance your understanding and abilities in the above areas.

PERSPECTIVES FOR STUDYING LEADERSHIP AND CHANGE

Personal Change
During the semester, you will be asked to work on bringing about some form of personal change that will help you move toward your own personal vision more effectively. As mentioned in the introduction, change leadership begins with you.

Change in a Real-World Context
Since it is difficult to examine leading change in the abstract, we will use the city of Richmond as a venue to study the role of leadership in various change efforts. You will be asked to work in groups on a specific issue involving current change efforts in Richmond in areas such as crime, education, government-service delivery, employment, transportation, race relations, poverty, health, and environment. You will also examine the historical and cultural background involved in this issue, and how each leadership context (i.e., political, organizational—business and public sector; community, and social movement where applicable) impacts the topic selected by your group. During the semester and in the final paper, your group will examine several basic questions in each context with regard to your topic: what is going on currently (present status), what ought to be happening (the ideal/vision), and how do we get there (goals and implementation plan).

OBJECTIVES

- Explore the elements involved in personal change processes.
- Understand the role of vision in leading change.
- Analyze the leadership role in the change process with others, including recognizing the need for change, overcoming resistance, gaining acceptance, and implementing change.

- Examine the skills and abilities involved in leading change in different contexts (i.e., organizational, political, community, and social movements).
- Examine the outcomes and rewards of leading change.
- Understand the consequences or price involved in leading change.

TEXTS

O'Toole, J. (1995). *Leading change: Overcoming the ideology of comfort and the tyranny of custom.* San Francisco: Jossey-Bass.

Rusk, D. (1993). *Cities without suburbs.* Washington, DC: Woodrow Wilson Center Press.

EVALUATION

Individual Papers (eight mini-papers)—40%
Group Project—30%
Oral Presentation of Group Project—10%
Personal Change Paper—5%
Contribution to Class—5%
Selection and presentation of speaker; leading discussion on group's topic.
Participation in Class and Group—10%
Includes four in-class group presentations and individual participation.

OUTLINE

Session **Topic**

INTRODUCTION

1 Introduction to Course
Group assignments
Read:
O'Toole, pp. 1-18.
Toffler, A. (1973). "Part one: The death of permanence." *Future shock.* New York: Bantam, pp. 9-47.

TOPIC ONE: LEADING PERSONAL CHANGE

2 Introduction to Issues Involved in Leading Change Processes
Assignment: Scenario building

- Use the Toffler and O'Toole readings to project 25 years into the future to the year 2020. Describe as fully as possible how the family, workplace, and community in which you live will be different from the way they function today. Integrate the role of technology into your description of these areas.
- Identify and describe the major changes that people will experience in each area.
- How can we begin to prepare people for your projected changes in these areas? How can leadership help people make these changes? What kind of leadership and followership will this require, and by whom?

Videos: *Pat Carrigan* (excerpt from Tom Peters video); *Baby Boom* (clip); *Schindler's List* (clip)
Read:
Covey, S. (1989). "Principles of personal leadership." *The seven habits of highly effective people: Restoring the character ethic.* New York: Fireside, pp. 96-144.
Kouzes, J., & Posner, B. (1993). "Discovering your self." *Credibility: How leaders gain and lose it, why people demand it.* San Francisco: Jossey-Bass, pp. 58-87.
O'Neil, J. (1993). "Preface: Lighting the dark side of excellence"; "Promoting renewal, getting past the fear of letting go." *The paradox of success: When winning at work means losing at life—A book of renewal for leaders.* New York: Jeremy P. Tarcher/Putnam, pp. 11-21, 140-164.
O'Toole, ch. 1.

3 Discussion: Personal Vision and Values
Paper due—Values, Vision, and Personal Change: An Initial Perspective

TOPIC TWO: VISION AND CHANGE

4 Video: *Tucker* (clip)
Read:
Clavell, J. (1963). *The children's story . . . but not just for children.* New York: Dell.
Nanus, B. (1992). "Making it happen: Translating vision into reality"; "Developing visionary leadership: Securing the future." *Visionary leadership.* San Francisco: Jossey-Bass, pp. 133-156, 172-187.
Quigley, J. (1994). Vision: How leaders develop it, share it, and sustain it. *Business Horizons, 37*(5), 37-41.
Schwartz, P. (1991). "The world in 2005: Three scenarios"; "Rehearsing the future"; "Epilogue: To my newborn son"; "Appendix: Steps to developing scenarios." *The art of the long view: The path to strategic insights for yourself and your company.* New York: Doubleday, pp. 170-234.
Stoner-Zemel, J. (1990). Realizing your vision. *Executive Excellence*, July.

5 Discussion
Paper due

TOPIC THREE: THE CHANGE PROCESS—THEORETICAL ISSUES AND CHANGE STRATEGIES

6 Videos: *Johnville Sausage Company* (Tom Peters video); *Sister Act* (clips)
Read:
Autry, J. (1991). "Managing sameness: If it ain't broke, break it!" *Love and profit: The art of caring leadership*. New York: Avon Books, pp. 195-200.
Kantor, R., Stein, B., & Jick, T. (1992). "Where to begin; The ten commandments of change." *The challenge of organizational change: How companies experience it and leaders guide it*. New York: Free Press, pp. 489-519.
O'Toole, ch. 3-7.

7 Discussion
Paper due

TOPIC FOUR: LEADING CHANGE IN AN URBAN SETTING: OVERVIEW

Discussion/Speaker
Read: Rusk, *Cities without suburbs* (entire book)

9 Discussion
Paper due

10 Discussion/Speaker

11 Speaker: Betty Williams, Nobel Peace Laureate: A Voice for Children. Topic: Waging Peace for Children

TOPIC FIVE: LEADING CHANGE IN AN URBAN SETTING: BUSINESS AND GOVERNMENT ORGANIZATIONS

12 Discussion of Betty Williams' Speech
Oral status report on project assignments—all groups
Report should include:

- Information obtained from research (e.g., newspaper reports, government data, business, nonprofit, or community groups' reports):
  - A description of the scope and dimensions of the issue as it currently affects the city of Richmond.
  - Identification of some initiatives in the city to solve the problem.
  - Identification of some leaders involved in the initiatives to solve the problem.
- List of sites that will be visited to conduct interviews to determine effectiveness of change initiatives with regard to the problem and effectiveness of leadership.
- Reports on any site visits made to date.

Read:
Drucker, P. (1994). The age of social transformation. *The Atlantic Monthly, 274*(3), 53-56ff.
Osborne, D., & Gaebler, T. (1992). "Introduction: An American perestroika"; "Catalytic government: Steering rather than rowing"; "Putting it all together." *Catalytic government: How the entrepreneurial spirit is transforming the public sector*. Reading, MA: Addison-Wesley, pp. 1-48, 312-331.
O'Toole, ch. 2, 7-10.

13 Discussion
Paper due

14 Presentation and Discussion of Each Group's Experiences Based on Site Visits and Field Notes:

- What organizations (i.e., business, government, nonprofit, etc.) are involved in helping to solve the issue being investigated by your group? What major changes are leaders and followers in these organizations attempting to implement in order to solve problems concerning this issue? How effective have their efforts been? Are these organizational efforts helping or hindering the resolution of this issue? What are the indicators?
- Are there major changes that the organizations themselves face either based on internal needs for change or external requirements or requests to change?
- What is the role of the organization's leadership in these change efforts listed above? Is their leadership effective in terms of working well with followers and making actual progress toward solving problems concerning this issue?

15 Group One Invites Speaker and Leads Discussion
The speaker should be asked to address the following questions: In what ways are business and/or government agencies involved in change initiatives to solve problems concerning the issue being investigated by Group One? In the opinion of the speaker, how effective have these initiatives been? What is the role of the leadership in these change efforts, and how effective has their leadership been in terms of working well with followers and making actual progress toward solving the problem?

TOPIC SIX: LEADING CHANGE IN AN URBAN SETTING: THE POLITICAL CONTEXT

16 Discussion: Change in Public-Sector Agencies
Video: *The Women Who Voted No* (Jeanette Rankin)
Read:
Barber, J., & Kellerman, B., Eds. (1986). *Women leaders in American politics*. Englewood Cliffs, NJ: Prentice Hall, pp. 47-65, 272-283, 321-349.
Heifetz, R., & Sinder, R. (1988). "Political leadership: Managing the public's problem solving." In R. Reich (Ed.), *The power of public ideas*. Cambridge, MA: Ballinger, pp. 170-204.
Kellerman, B. (1994). Leadership in the political context. *The Journal of Leadership Studies, 1*(4), 4-9.
Wise, C. (1991). "Can congress legislate to meet today's challenges? Policy change and the legislative process." *The dynamics of legislation: Leadership and policy change in the congressional process*. San Francisco: Jossey-Bass, pp. 1-24, 64-71.

17 Discussion
Paper due

18 Presentation and Discussion of Each Group's Experiences Based on Site Visits and Field Notes
What are the political issues that pertain to each group's topic (e.g., new or changed laws or resolutions at the local, state, or federal levels; active involvement and strong positions by political leaders, funding appropriations, etc.)? How are they being addressed?

19 Group Two Invites Speaker and Leads Discussion
The speaker should be asked to address this question: What are the political issues involved in the topic that Group Two is investigating, and how are these issues being addressed?
Read:
Erikson, K. (1976). "February 12, 1972"; "Collective trauma: Loss of community." *Everything in its path: Destruction of community in the Buffalo Creek flood*. New York: Simon and Schuster, pp. 21-48, 186-203.
Hamilton, C. (1992). "Women, home, and community: The struggle in an urban environment." *Rereading America: Cultural contexts for critical thinking and writing* (2nd ed.). New York: St. Martin's Press, pp. 751-768.
Theobald, R. (1992). "Rebuilding communities." *Turning the century: Personal and organizational strategies for your changed world*. Indianapolis: Knowledge Systems, pp. 163-178.
O'Toole, ch. 12-14.

TOPIC SEVEN: LEADING CHANGE IN AN URBAN SETTING: THE COMMUNITY

20 Discussion
Paper due

21 Presentation and Discussion of Each Group's Experiences Based on Site Visits and Field Notes
In what ways is the community involved in your group's issue? How effective is this involvement in helping to solve the problem?

22 Group Three Invites Speaker and Leads Discussion
The speaker discusses the ways in which the community is involved in the topic that Group Three is investigating. How effective is this involvement in helping to solve the problem? What are the indicators of effectiveness?

23 Consequences of Community Leadership: Personal Costs and Rewards for the Leader
Guest lecturer
Discussion
Read:
Alinsky, S. (1989). "Of means and ends"; "A work about words." *Rules for radicals: A pragmatic primer for realistic radicals*. New York: Vintage Books, pp. 24-62.
Astin, H., & Leland, C. (1991). "A new perspective on leadership"; "Leadership for change: Initiatives and outcomes." *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco: Jossey-Bass, pp. 1-14, 84-106.
Burns, J. (1978). "The test: Real, intended change"; "Leadership and change." *Leadership*. New York: HarperCollins, pp. 413-421, 439-443.

TOPIC EIGHT: LEADING CHANGE IN AN URBAN SETTING: SOCIAL MOVEMENTS

24 Video: *The Long Walk Home: The Vernon Johns Story*
Note: Information from this film should be incorporated in the paper due for Session 25

25 Discussion
Paper due

26 Group Four Invites Speaker and Leads Discussion

Local activist in a past or current social movement. The speaker should address local leadership in a social movement effort.

PERSONAL CHANGE REPORTS

27 Papers Due—Personal Change Paper (final report)
Oral reports on personal change

28 Oral Reports on Personal Change (cont.)

29 Final Oral Presentations by Groups

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Senior Project

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

The Senior Project provides you with an opportunity to make a meaningful contribution to leadership practice or research, and to utilize some of the coursework and experiential learning already completed. You will be asked to conduct a senior project during the course of this seminar. This project assumes that, as an active learner, you have some unfinished work you would like to complete, some task you would like to develop further, some opportunity for change you want to pursue, or some new area you are excited to investigate.

The project should:

- Involve you in an effort that will be meaningful to you in light of your experiences at the Jepson School and/or involve you in an effort to make a difference in an organization, program, or issue with which you are concerned.
- Be linked to work you are doing, have done in the past, will do in the future, or be about a subject related to leadership that you have not had an opportunity to explore in the Jepson School program.
- Place you in a leadership role with others or make an original contribution to leadership studies.
- Incorporate several elements of leadership studies courses, e.g., critical thinking, theories of leadership, competencies, context, group processes, and/or experiential learning.

Your senior project will become a permanent contribution to the Jepson School and university. It will be catalogued, placed in the library's permanent collection, and will be on display during graduation for parents, friends, and faculty. Three awards will be given for the best projects in the categories of initiative for bringing about change, scholarship, and servant leadership.

OBJECTIVES

- To practice leadership through development and implementation of a specific project of importance to the student; or conduct a leadership research project.
- To integrate concepts from leadership coursework into leadership practice or research.
- To demonstrate some of the competencies that have been acquired as a leadership studies major.
- To reflect upon your development and potential to serve society.

You will also be asked to help us assess the curriculum and the learning and development it has provided.

TEXTS

Bogdan, R., & Biklen, S. (1992). *Qualitative research for education: An introduction to theory and methods.* Boston: Allyn and Bacon.

Margulies, N., & Raia, A. (1978). Action research. *Conceptual foundations of organizational development.* New York: McGraw-Hill.

Schumacher, S., & McMillan, J. (1993). *Research in education: A conceptual introduction.* New York: HarperCollins College.

Other readings assigned by instructor.

REQUIREMENTS AND EVALUATION

Senior Project Proposal—10%

The senior project proposal should provide a description of your project, the methodology, and the readings that will be used in your literature review. Your proposal must receive a grade of B or better to be approved. If your proposal is less than a grade of B, you will need to rewrite the proposal and present it to the four Senior Project faculty members for approval.

Methodology Paper—10%
The methodology paper should describe the techniques and approaches that you will use to conduct your project. Both action-oriented and research projects must include a methods section. You should consult a research methods text to develop this paper. Questionnaires and research instruments must be approved by the university's Institutional Review Board for Protection of Human Subjects.

Literature Review—15%
The literature review contains the results of a search of relevant journals, books, and other sources concerning your topic. It describes the information or research that currently exists concerning the subject matter that you are pursuing during your project. It should form a framework for conducting your work (action-based or research). It helps to understand the significance of the topic and the issues or questions that emerge as a result of reviewing what has been written about the subject. A complete bibliography must be included and a standard style manual must be used for proper citation and reference format.

Partner Critique—10%
Each of you will have a partner in the class who will help provide input and constructive oral and written critiques of your project. In addition, partners are expected to provide input and recommendations concerning the projects during scheduled tutorial sessions.

Participation/Attendance
Attendance at class meetings and tutorials is required for this course.

Oral Presentation of Senior Project (Including Outline)—10%
Each person will give a professional-level presentation of his or her project with an outline for all class members and the instructor. Other members of the Jepson School and university community will be invited to the presentations.

Final Senior Project Paper—40%

OUTLINE

Week	Topic
1	Discussion of Senior Project Proposals Assignment of senior project partners
2	Class Session: Methods for Conducting Action and Research Projects Read a minimum of two previous senior projects
3	Class Session: Conducting a Literature Review
4	Tutorials (Partners and Instructor) Methodology paper due
5	Tutorials (Partners and Instructor) Literature review due
6-7	Tutorials (Partners and Instructor)
8	Class Session: Reports on Senior Projects Written draft of total senior project due
9	Tutorials (Partners and Instructor) Written partner critiques due
10-11	Tutorials (Partners and Instructor)
12	Oral Presentations of Senior Projects (with outlines for class members)
13	Oral Presentations of Senior Projects (with outlines for class members) Senior project paper due
14	Oral Presentations of Senior Projects (with outlines for class members)

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Internship Seminar and Practicum

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

The internship provides you with an opportunity to link theory and practice in the study of leadership. You will be expected to assume leadership for an important task or project that is meaningful to you and the organization in which you are working. The internship seminar is designed to help you integrate the knowledge and experiences that you have learned in the core, context, and competencies courses in a real-world setting where you can practice and develop your leadership and professional capabilities. Further, the seminar provides an opportunity to reflect upon your own actions and those of others (i.e., becoming a reflective practitioner). During class sessions, class members will discuss critical incidents and issues that arise during their internships and examine relationship between leadership courses and leadership practice.

OBJECTIVES

- To assist students in the process of accomplishing specific and tangible tasks that can be completed within the time allotted and that contribute in a significant and measurable manner to the host agency.
- To help students become more self-directed as learners and as contributing members of a group.
- To help students become more effective in collaborative efforts with a group.
- To help students reflect on the advantages and constraints of different leadership contexts.
- To provide for or improve student competencies in such areas as: problem solving, decision making, communication, and group facilitation.
- To help students develop, articulate, and reflect on their own values.
- To help students compare and contrast career opportunities in a variety of fields.
- To help students evaluate the nature, importance, and quality of their internship experience and performance.

TEXT

Stanton, T., & Ali, K. (1994). *The experienced hand: A student manual for making the most of an internship* (2nd ed.). New York: Sulzburger & Graham.

REQUIREMENTS AND EVALUATION

This six-credit course is divided between 60 hours of class and assignments (i.e., the seminar) and a 240-hour internship (i.e., the practicum). Assignments for the seminar include:

- A contract that stipulates the objectives and requirements of the intern and the host organization that is designed, agreed upon, and signed.
- A journal that records your observations and analysis of leadership situations, descriptions of critical incidents that occur in the internship that affect leadership, and a self-assessment of your behaviors in the performance of leadership tasks. A good five-step approach to a journal entry is to: 1) describe, 2) compare/contrast, 3) analyze, 4) generalize, and 5) apply.
- Assigned readings that will, along with the experiential component, provide the test for discussion.
- A task write-up where you detail the leadership and task that you performed for the site (i.e., what you actually did).
- An exit essay that is a written report on the internship experience.
- Attendance and participation in all class meetings.

Grades for the seminar will be determined as follows:

- Journal—40%
- Class Participation and Attendance—20%
- Task Write-Up—20%
- Exit Essay—20%

Credit for the practicum will be determined by:

- Written Contract
- Completion of 240 Hours at Internship Site
- Field Supervisor's Evaluation

OUTLINE

Week	**Topic**
1	Getting Started • Discussion of course requirements • Discussion of requirements for written learning contract • Description of each internship and work-site placement
2	First Impressions Written contract due Journal essay • Discuss some of the following: Your initial expectations and experience; where did your expectations come from, were they verified; what initial impressions—sights, sounds, smells—did you have? Your initial response to working with your site supervisor. Your initial impressions of your site supervisor as a leader. • Critical incidents Class discussion of topic and critical incidents Problem solving
3	Organizational Culture Journal essay • In your organization, what are the values, attitudes and expectations about work, customs and rituals, symbols or slogans? How are you affected by the organization's culture? How do leaders and followers in the organization reinforce or change this culture? Think about issues, such as how people work and interact informally and formally with each other, dress and appearance, do's and don'ts, punctuality and work schedule, deadlines, and informal communication. • Critical incidents Class discussion of topic and critical incidents Problem solving

4 Leadership Contexts
Journal essay
- Use the material from a context that you have taken to reflect on a critical incident. How does your organization's context (i.e., business or type of industry, community, nonprofit, government, political) affect the way it functions and is led? To what kinds of issues must the leadership of the organization be most attentive due to the organization's context? Is this a context in which you would enjoy working after graduation? Explain the fit or lack thereof between you and this context.
- Critical incidents

Class discussion of topic and critical incidents
Problem solving

5 History and Theories
Journal due
Distribute Myers-Briggs Type Indicator®
Journal essay
- Use the material from History and Theories to analyze leadership in your organization. What theories and styles of leadership are most prevalent in the organization? Are these theories and styles effective in this organization? Explain. What theories and styles are most effective for you as a leader of a task or project in this organization? Explain.
- Critical incidents

Class discussion of topic and critical incidents
Problem solving

6 Critical Thinking and Methods of Inquiry
Myers-Briggs Type Indicator® due
Journal essay
- Which aspects of critical thinking (based on what you learned in the Critical Thinking course) are used most effectively in your organization; which need improvement? What are the paradigms in operation in the organization? What role does the leadership play in generating and implementing these paradigms? Which aspects of critical thinking are most important for you in the implementation of your internship tasks? Explain.
- Critical incidents

Class discussion of topic and critical incidents
Problem solving

7 The Informal Organization
Bring pictures or a video of your organization
Journal essay
- Diagram the formal leadership structure; then diagram the informal leadership structure. Are they the same or different? Explain. Which people have influence on others in terms of getting things done? What insight does the formal/informal comparison provide you about how leadership really works in this organization?
- Critical incidents

Class discussion of topic and critical incidents
Problem solving

8 Leadership Competencies
Journal essay
- Select an incident at your internship that permits you to reflect on competencies within the Jepson curriculum (e.g., conflict resolution, decision making, problem solving, leading change, communication, etc.). How have you seen other people use these competencies? What are good and poor examples of these competencies that you have observed? What have you learned about your competence in these areas?
- Critical incidents

Class discussion of topic and critical incidents
Problem solving

9 Understanding Yourself and Others (Myers-Briggs Type Indicator®)
Guest speaker
Journal essay: Learning from Negative Experiences
- Identify a critical incident where you learned a valuable lesson about leadership and/or followership from a negative situation at your internship site. Describe the incident and analyze how it could have been handled to gain a better outcome. How will this lesson impact your leadership and/or followership in future positions?
- Critical incidents

Discussion of topic and critical incidents
Problem solving

10 Understanding Yourself and Others (Myers-Briggs Type Indicator®)
Guest speaker
Journal due
Journal essay: Managing Multiple Roles: Student, Employee, Relationships
- Identify a critical incident where you learned a valuable lesson about handling your multiple roles as student, employee, friend, or family member. Are there models of good multiple role management in your organization? What did you learn from these examples?
- Critical incidents

Discussion of topic and critical incidents
Problem solving

11 Leading Groups
Journal essay

- Select an incident at your internship that permits you to reflect on some specific aspect of your Leading Groups course. Describe the incident; compare and contrast it with the material you have learned; analyze the incident; generalize from it; and explain how your generalizations might be applied to new and similar situations.
- Critical incidents

Discussion of topic and critical incidents
Problem solving

12 The Organization Through the Eyes of the Workers
Journal essay

- Now that you have had an opportunity to know the people who work in the organization, select a critical incident that best exemplifies how the organization is viewed by and impacts the people who work there. What does this incident reveal about leadership and followership in the organization?
- Critical incidents

Discussion of topic and critical incidents
Problem solving

13 Ethics and Leadership
Journal essay

- Select an incident that illustrates an ethical issue or problem. Describe the incident. Using material from the Ethics course, analyze the incident and outcome. What did you learn from this situation about handling ethical issues, and what did you learn about yourself?
- Critical incidents

Discussion of topic and critical incidents
Problem solving

14 Task Write-Up
Task write-up: This entry of about 1,500 words should describe the work you did, how it changed over time, the decisions you and others had to make about it, your satisfaction with the outcome, and how it will be used. You should also provide the instructors with a copy of reports and other products of your internship task.
Discussion of topic and critical incidents
Problem solving

15 Submit Journal and Exit Essay
Exit essay: This entry of about 1,500 words should explain what you have learned. Consult the criteria listed in Week 1 as well as the objectives and competencies for guidance. The exit essay is your final reflection on your internship. It should be a complete and thorough summary of your internship experience. You may choose to revisit the highlights of your journal or task. You may choose to relate new experiences or reflect upon old ones. Discuss your overall experience with respect to your leadership education. What leadership theories/experiences were the most useful to you in the real world? Why do you think that is? Were you changed by the experience? How? Describe the generalizations you have made about working with other people. What do you look for in a supervisor? What are good examples of teamwork that you have observed? What are principles of action to foster good teamwork? What forms of informal leadership did you observe? What are the do's and don'ts of teamwork as you see them in your field site? This essay can be in any format that you choose. Some prefer to think of it as a letter to a friend or parent or even to the instructor. Others write a more formal paper. Whichever format you choose, the key is for the paper to be reflective of your experience, and tie it all back in to your education at the Jepson School.
Evaluation form: Be sure to have your field supervisor complete an evaluation form and be sure to fill out an evaluation form about your internship site.

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Leadership and Social Movements

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

The leadership of social movements often anticipates and influences substantial political and social change. Social movements have transformed American life, most recently by the movements for the civil rights of racial minorities, the physically impaired, gays and lesbians, and women, to name only a few groups. These movements draw from and, in turn, inspire comparable movements for human and political liberation around the globe. In addition to their transforming nature, social movements also require transactional leadership that develops and maintains constituencies and deals with actors and organizations who are external to their own social movement organizations. The purpose of this course is to assist students to understand leadership of social movements and the role that people like themselves play in supporting or changing values and structures of social inequality and other problems. Students will also understand the social movement origins of many concepts, e.g., empowerment, direct representation, and full participation, that are now common in formal organizations in other sectors.

DESCRIPTION

The focus of this course is on leadership within social movements and how social movements, as a context, affect and shape leadership. We shall treat leadership as conferred authority from a group to individuals that permits them to assist the group to identify, develop, and mobilize its own and other resources to create and pursue a shared vision of improvement. The conferred authority may be formal or informal, institutional or moral. Likewise, the groups involved may be formal or informal. Authority may be conferred for a long, definite or indefinite period, or for a brief moment. Students will find an emphasis on informal, moral leadership within formal and informal organizations in this course.

Social movement leadership illustrates the informally conferred moral authority dimensions of leadership. This form of leadership with increasingly formal authority carries over into community organizations, the topic of another course. Much of new emphasis in formal organizations, including corporate structures, borrows leadership concepts from social movements such as participation, representation, and empowerment. On the other hand, some leadership theories grounded in formal organizations, such as the work of Hollander and his concept of emergent leadership, have bearing on leadership in social movements. Thus, an emphasis on the distinct factors of leadership in social movements does not suggest these factors are unique to this context. This course will focus on leadership of those social movements that are broad, organized resistance to forms of oppression and exploitation of groups of people based on race, sex, economic conditions, or some other human attribute socially constructed into stigma. In addition to looking at broad national movements, this course will also examine local events and leaders that constitute the larger movement. Social movements loosely combine or coordinate multiple local efforts of some people to change the practices and attitudes of other people, institutions, or organizations, and the laws of governments. Some social movements address practices, attitudes, and laws that stigmatize and subordinate one set of people, a minority or majority, and benefit another set. We will focus on the different forms, mechanisms, and practices of leadership in the various stages of a social movement. We will depend especially on narrative accounts of leaders to understand their motives, forms of involvement, relations with followers and other groups, and reasons for key decisions. In all of these matters, we will be concerned with the dialogue over power relations that differs from person to person, from one relationship to another, and from one time to another. Perhaps no other context puts power so up front and center as social movements.

OBJECTIVES

- To ground social movements in the lives and leadership of ordinary people with whom students can identify.
- To ground broad social movements in leadership of specific, related, local elements of a movement.
- To explore the history of social movements and the different tasks of leadership at different stages of their development.
- To provide students with some direct experience with a current social movement and its leadership.
- To provide for or improve the following student competencies:
  - To analyze stages of social movements and the forms of leadership in each stage.

- To compare and contrast mechanisms and practices of unjust subordination against which leaders of social movements protest.
- To compare and contrast the mechanisms and practices of resistance that leaders of social movements use within systems of subordination.
- To recognize and articulate their own personal values that define the level of their acceptance and support of a variety of social movements.
- To understand the interrelation of leadership within social movements and political systems.
- To compare and contrast strategies and tactics for leaders of social movements to bring issues to the political system.
- To work in problem-solving groups.
- To uncover and develop unfamiliar resources of information.
- To work in conjunction with a social movement leader.
- To communicate ideas effectively.

In addition, each course of the Jepson School has integral themes across the curriculum. This course is uniquely capable of providing students with insights into diverse groups of people, their social conditions, and the forms of power that maintain and change social conditions. Social movements challenge socially predominant thoughts and perceptions about the conditions and causes of groups of people. Thus, this course will require critical thinking and imagination to step back from a set of taken-for-granted assumptions and to step into the experiences and assumptions of other people.

TEXTS

Carson, C. (1991). *The eyes on the prize: Civil rights reader: Documents, speeches, and firsthand accounts from the black freedom struggle, 1954-1990.* New York: Penguin.

Couto, R. (1991). *Ain't gonna let nobody turn me round: The pursuit of racial justice in the rural south.* Philadelphia: Temple University Press.

Evans, S., & Boyte, H. (1992). *Free spaces: The sources of democratic change in America.* Chicago: University of Chicago Press.

Freire, P., & Horton, M. (1991). *We make the road by walking: Conversations on education and social change.* Philadelphia: Temple University Press.

Freire, P., & Ramos, M., Transl. (1995). *Pedagogy of the oppressed.* New York: Continuum.

Scott, J. (1990). *Domination and the arts of resistance: Hidden transcripts.* New Haven, CT: Yale University Press.

Williams, J. (1988). *Eyes on the prize: America's civil rights years, 1954-1965.* New York: Penguin.

Other readings on reserve.

REQUIREMENTS AND EVALUATION

Written Assignments—40%

Students will have three assignments that are sequential and cumulative. You will select a group from a current social movement and work with its leaders on a specific task related to the movement today.

- Assignment 1 (10%)—Students will describe the history of the movement, briefly, and discuss cultural expressions within the movement, e.g., songs, theater, etc.
- Assignment 2 (10%)—Students will profile a leader of the group with which they are working.
- Assignment 3 (20%)—Students will focus on the movement today. In particular, students will select an issue facing the movement and report on the efforts of an organization to address it and the role of leadership in the conduct of that work.

Assessment—30%

Portfolio—10%

Your portfolio for this class will include your talking points, journal, and other materials prepared during the course of the semester. A short essay, 500-word maximum, will provide a self-evaluation of your effort and work during the course of the semester including a letter-grade assessment of your portfolio. Your portfolio should include all talking points prepared during the course of the semester. There should be one for every class for which there was a reading assignment. You should include a record of all strokes given to classmates and the cards of all strokes that you received. Likewise, you should have all the strokes or pokes you give to the instructor. Your papers should be included as well. During the semester, you will make three oral presentations. Your evaluation sheets of your presentations should be included in your portfolio.

Final Exam—30%

COMPONENTS

Talking Points

Your talking points should be questions or observations that you bring to class based upon your readings and other class preparations. Contributive talking points are those that assist the class to understand the material under discussion and consideration. Your talking points should demonstrate thoughtful preparation and critical assessment of the reading assignments. Developing your critical-thinking skills requires that you not only describe what an author says, but you should be able to compare and contrast one author with another, analyze their differences and similarities, generalize from this analysis, and apply that generalization to related matters. Use the preparation of your talking points to develop your critical-thinking skills. Your talking point should be submitted before class by e-mail. Talking points need not be more than 25 to 50 words. Assessment of talking points will include: Done, Done on Time, Done Well, and Contributive.

Journal

Your journal should record lessons and insights acquired from reading, class discussion, assignments, or from experiences outside of this class but related, directly or indirectly, to class considerations. The out-of-class material may include films, news reports, discussions with family and friends, etc. Your journal should also reflect an immersion into the considerations of this class and include at least five events that you deliberately seek to enrich your understanding of the concepts and ideas of this course. For example, a campus speaker, a museum exhibit, a meeting of a related group, an interview, or additional reading could be experiences included in the journal. Your journal should have weekly entries of at least 300 words. These entries should demonstrate critical thinking that describes the material, compares and contrasts it with some aspect of the course, analyzes the comparisons and contrasts, makes generalizations, and applies them. Standards for assessing journal entries include: Done, Done on Time, Done Well, and Contributive.

OUTLINE

Session **Topic**

1 Introductions and Logistics

We will introduce ourselves and explain the intended goals we have for this class and for our participation in this class. We will explain the evaluative procedures of the class and other expectations for your participation. We will also explain the assignments for the semester and develop groups for their conduct.

SECTION I: THE HISTORY OF THE CIVIL RIGHTS MOVEMENT

We will examine the history of the civil rights movement, relying on the television documentary series, *Eyes on the Prize*. The purpose of this first section is to give you an historical account of one social movement. We will build on this account in later analytical work on social movements. This work is intended to provide you with historical parallels to the social movement you are studying. In addition to the broad history, you will have readings of personal accounts that will give you a sense of the extraordinary capacities of ordinary people and of the diffusion of leadership in a social movement.

2 Jim Crow's Reign in Race Relations

America's apartheid, segregation, unpunished violence toward African Americans, resistance, the Montgomery bus boycott.

Read: Carson, pp. 1-60. Select one personal account.

Williams, pp. viii-xv, 36-89

Federal enforcement of school desegregation.

Read: Carson, pp. 61-106. Select one personal account.

Williams, pp. 1-35, 91-120

Students will decide on social movements by this date. Groups of six to eight are preferred. Each group is to begin work on Assignment 1. Bibliographies should include electronic searches for sources beyond Boatwright Library.

3 Jim Crow Meets Civil Disobedience

The sit-ins, Freedom Rides, and SNCC.

Read: Carson, pp. 107-160. Select one personal account.

Williams, pp. 121-195

Jim Crow is Unseated: The March on Washington and Freedom Summer

Read: Carson, pp. 160-203. Select one personal account.

Williams, pp. 197-249

Suggested reading: Jay McCleod, *Stayed on Freedom*, an oral history of Freedom Summer in Holmes County, Mississippi.

Selma and the Voting Rights Act

The civil rights movement peaks with its clearest victory: the removal of mechanisms of disenfranchisement.

Read: Carson, pp. 204-227. Select one personal account.

Williams, pp. 251-287

4-5 Reports on the History of Social Movements

The written portion of assignment 1 is due during session 5.

SECTION II: THEORIES OF SOCIAL MOVEMENT LEADERSHIP

Having examined the history of the civil rights movement, we will now look at several explanations of social movements. Some of them are specific to the civil rights movement. Some draw from the civil rights movement. This section will provide you with elements of analysis about the social movement you are studying and for your second assignment. Be sure to refer back to the history of the civil rights movement we have just covered and to the personal accounts you have read in order to apply the elements of these theories.

6 Sweet Honey in the Rock Concert
Sweet Honey in the Rock is an African-American a cappella singing group with musical roots in social movements. Bernice Johnson Reagan, the group's leader, was a founding member of the SNCC Freedom Singers.

7 Lecture on Women's Leadership in the Civil Rights Movement

8 Theories of Social Movement Leadership
McAdam reviews theories of social movements and provides a new and very useful analysis.
Read:
McAdam, D. (1985). *Political process and the development of black insurgency, 1930-1970.* Chicago: University of Chicago Press, pp. vii-viii, 1-35, 36-59, 60-64.
Heifetz, R. (1994). "On a razor's edge. Modulating the provocation." *Leadership without easy answers.* Cambridge, MA: Belknap Press, pp. 125-149, 207-231.
Historical Foundations of Social Movement Leadership
McAdam emphasizes the political history that precedes social movements. Couto provides specific local political histories of labor, voting, education, and health care in four communities that will have local civil rights efforts. This should be read as material to support McAdam's theory and to suggest the sort of history that preceded efforts in Little Rock, Selma, Montgomery, Albany, and other prominent civil rights efforts.
Read: Couto, *Ain't gonna let nobody turn me round,* Section II, pp. 159-285. Read one chapter.

9 Theories of Social Movement Leadership: Free Spaces
This reading provides more examples of what McAdam calls "indigen[redacted]nizations" in a variety of social mov[redacted]ou should be able to find "free spaces" in [redacted]ng for last class, in the material we have covered on the civil rights movement, and in the interviews you are conducting.
Read: Evans and Boyte, pp. vii-xi, 1-25, 182-202
Narratives
Narrative, storytelling, plays a significant part in developing leadership of protest and social movements.
Read:
Couto, "Narrative, free space, and political leadership of social movements" in *Ain't gonna let nobody turn me round.*
Gardner, H. (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books, pp. 3-65.
Wills, G. (1994). Rhetorical leadership. *Certain trumpets: The call of leaders.* New York: Simon & Schuster, pp. 211-226.
On reserve: Thoreau, H., *On civil disobedience*; nn, *Those who have followed Gandhi*; M. L. King, *Letter from a Birmingham jail*; Illinois, *A people's history.*
Local Liberation Efforts
Movements are hundreds of local liberation efforts that occur simultaneously. These readings discuss four of them in the rural South. Please note the role of narrative, free space, and the historical precedents in these efforts.
Read: Couto, pp. 1-15, and one chapter from Section I, pp. 17-157.

10-11 Oral Presentations on Social Movement Leadership
The written portion of assignment 2 is due during session 11.

SECTION III: OPPRESSION AND RESISTANCE

Having studied particular theories of social movement and used them to analyze leadership in movements, we move on to theoretical frameworks of individual resistance. In some ways, we move to a basic component of transforming leadership, the ability to maintain hope in the efficacy of protest and collective action and to inspire others. Your first two assignments should have prepared you thoroughly to apply generalizations from this section of the course to the particular movement you are studying.

12 Pedagogy of the Oppressed
Freire has influenced popular movements throughout the world. Focus on his key concept of conscientization. This session should provide insight into the relationship of education and the leadership theories of narrative that Gardner and free spaces provide. Freire and Horton explain the role of leader in social change efforts as a role of educator.
Read: Freire, *Pedagogy of the oppressed,* pp. 5-56; Freire & Horton, *We make the road by walking.*
How do people learn to admire and emulate oppression? How do they learn differently? How many of the people you studied or interviewed

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this semester have the characteristics of agents of history?
Read: Freire, *Pedagogy of the oppressed*, pp. 57-74, and choose either ch. 4 or ch. 5, pp. 119-186.

13 Power and Domination
Now we focus on the changes that power relations make in the powerful and powerless. Both groups take on roles. Resistance takes different forms.
Read: Scott, *Domination and the arts of resistance*, pp. ix-xviii, 1-69. On pp. 70-96, you will find more discussion of narratives and their role in resistance. On pp. 136-182, you will find a discussion of the role of narrative in maintaining voice despite domination.
Saturnalia of Power
The many forms of hidden transcripts become public occasionally and covert resistance becomes overt in the protest and collective action of social movements. Refer back to the material and discussions about narrative.
Read:
Scott, pp. 183-227. On pp. 107-135, you will find a discussion of free spaces in Scott's terms.
Couto, pp. 1-15, and another chapter from Section I, pp. 17-157; pp. 287-347.

SECTION IV: THE MOVEMENTS TODAY

We will examine how the civil rights movement changed in the 1960s and the issues that it faces currently. This section will attempt to connect the movement to the present through the lives of people with whom you are familiar and through current events and questions. This section should inform you about how you participate in the civil rights movement and, by extension, in other movements for social justice.

14 Penumbra of Resistance
Social movements decline with changes in political conditions. McAdam traces some of the changes that set back the movement for civil rights. His work offers an important background and analytical framework for the other sessions of this section of the course.
Read: McAdam, *Political process*, pp. 180-234.
The Civil Rights Movement Today: Affirmative Action; Voting Rights; Jails and Justice; and Schools and Cities
These will be student presentations. Each team will be responsible for previewing and reporting on segments of Part II in *Eyes on the prize*. Each team will read and report on personal accounts from the corresponding material from Carson, *Eyes on the prize reader*. Finally, each team will provide an overview of the issues today. So, for example, the report on Jails and Justice will provide information on Attica from *Eyes on the prize*, Part II, combined with up-to-date reports on racial discrimination in sentencing and imprisonment, and reports on recent studies of the crisis of the black male. Each team should also look into pending and recent cases before the U.S. Supreme Court and recent legislation at the state and national levels. The affirmative-action initiative in California, for example, is state policy making its way to the Supreme Court.

15 Reports on Social Movements Today
Students will report on their semester-long research project. The written report may be specific to your task. Your oral report should integrate the group's previous two reports.
Written portion of assignment 3 due

16 Final Exam

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Leadership and Crisis

Educational Level: Undergraduate
Department: Interdisciplinary
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

Effective leadership does two things well. It creates and imparts a vision for a group or organization and it deals with crisis. This course deals with the second task of leadership primarily, keeping in mind that vision and crisis are related. Despite its central role in leadership and its inevitability in the life of any organization, crisis receives little explicit attention in the preparation of students for leadership. This course focuses on crisis and offers students CPR instruction to sustain organizational and personal vision.

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OBJECTIVES

To achieve our purpose in this course, we have established the following objectives. Students will:

- Learn about the nature of crises and taxonomy used to classify them.
- Learn effective principles of leadership in a crisis.
- Work in teams to understand and explain a diverse set of crises taken from corporate and political contexts.
- Work in teams to develop or assess a crisis management plan for an organization.
- Examine crises from perspectives inside and outside of the organization.

In addition to these specific course objectives, we will strive to impart to students generic competencies. Thus, we intend that students will:

- Develop critical listening, reading, and writing skills.
- Understand the role of assumptions in interpretation and decision making.
- Analyze why some vision and ideas gain adherents while others do not.
- Learn how to give and receive criticism.
- Improve effective written and oral communication skills.

TEXTS

Barton, L. (1992). *Crisis in organizations: Managing and communicating in the heat of chaos.* Mesa, AZ: South-western.

Readings on reserve.

REQUIREMENTS AND EVALUATION

Written Assignment #1—25%

Select a current crisis from business, the nonprofit sector, or politics, and analyze it according to the framework that we have developed in class. Your group will make a 30-minute oral report of the crisis that should include a simulation. The group will also submit a written report of no less than 4,000 words. Both the written and oral reports should describe the events that contributed to the crisis and the nature of the crisis. It should compare your selected crisis with those we have discussed in class in a way that analyzes your selected crisis. You should analyze the crisis further with frameworks used in class on other crises or that you uncover in your own research. Finally, your presentation should generalize about leadership and crisis and apply those generalizations to your case and others.

Written Assignment #2—25%

Select a local political, corporate, or nonprofit organization and conduct a review of their crisis-management plan and system. Your organization may be a university, a state political party, the office of an elected or appointed political official, a labor union, a religious group, or a local corporation. Please be sure to check with the instructors before beginning work on this assignment. This work is to be done in association with staff of the organization. It should entail their participation and produce a report that is important to them. Your group will make a 30-minute oral report of the crisis and submit a written report of no less than 4,000 words. Both the written and oral reports should describe a crisis that the organization went through in the last five years. It should include interviews with officials of the organization about the lessons learned about crisis, crisis management, and leadership in crisis. Your report should review current contingency planning and analyze it according to the frameworks that we will provide you. Your report should also review the system for crisis leadership with special emphasis on internal and external communication and decision making. Again, your report should analyze this system in light of what you have learned and the information provided to you in class. Finally, your presentation should generalize about effective crisis planning and apply those generalizations to your organization.

Peer Assessment—20%

Final Exam—30%

OUTLINE

Week	Topic
1	Introductions and Orientation We will examine the variety and nature of crises and devise classification schemes for them. Read: Barton, *Crisis in organizations*, pp. 1-13 Fink, S. (1986). *Crisis management: Planning for the inevitable.* New York: AMACOM, pp. 1-28.
2	Watergate We will examine Watergate, perhaps the most severe crisis in recent American political history and a benchmark and analog for all other political crises since 1974. You may find it useful to view the film *Nixon* for some background on Watergate and the continuing controversy that surrounds the nature and significance of the crisis. Film: *All the President's Men* Readings on reserve: Dash, "The senate Watergate hearings." *Nova Law Review*; Ambrose, "Why didn't Nixon burn the tapes?" *Nova Law Review*; Kutler, "In the shadow of Watergate." *Nova Law Review*; Schudson, "Watergate: A study in mythology." *Columbia Journalism Review*; Molotch and Boden,

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"Talking social structure: Discourse, domination, and the Watergate hearings." *American Sociological Review*; Sherrill, "Bob and Al's bogus journey." *The Nation*.

3 The Nature of Crisis
We will examine crises and dealing with them.
Read: Barton, ch. 1-6

4 Virginia Power
We will examine the nature of crises within Virginia Power.
Readings to be announced

5-6 Student Presentations of Group Reports on Recent Crises

7-8 The Cuban Missile Crisis
We will examine the crisis that brought the United States and the Soviet Union to the brink of an exchange of nuclear missiles, the Cuban missile crisis.
Film: *The Missiles of October*
Read:
Allison, G. (1972). *Essence of decision: Explaining the Cuban missile crisis*. New York: Little Brown & Co.
Readings on reserve: Welch, "The organization process and bureaucratic politics paradigms." *International Security*; "A near tragedy of errors." *Time*; Sergreev, et al., "Interdependence in a crisis situation." *Journal of Conflict Resolution*; Nacos, "Presidential leadership during the Persian Gulf conflict." *Presidential Studies Quarterly*.

9 Havel and the Velvet Revolution
We will offer a comparative perspective on political leadership and crisis with discussions of Czechoslovakia and the leadership of Vaclav Havel. We will have Jana Ryslinkova, the Jepson Leader in Residence, as a participant in this week's classes. Ryslinkova is the founder and executive director of the Center for Foundations and other Nonprofit Organizations in the Czech Republic. She served in the Czechoslovakian parliament and as spokeswoman for the Civic Forum.

10 National Governors' Association (to be confirmed)
We will examine the training and materials that the National Governors' Association uses to train state officials to deal with crisis.
Read:
Barton, ch. 3, 7-8, appendices A-C
Lerbinger, O. (1996). *The crisis manager: Facing risk and responsibility*. Mahwah, NJ: Lawrence Erlbaum.
Gottschalk, J. (1993). *Crisis response: Inside stories on managing image under siege*. Detroit: Visible Ink Press.

11-12 To be confirmed

12-13 Student Presentations of Group Reports on Crisis Management

14 Final Exam

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Leadership in International Contexts

Educational Level: Undergraduate
Department: Jepson School of Leadership Studies
Format: For-credit
Part of: Leadership Studies Major

INTRODUCTION

In an interdependent world, leaders must understand how leadership functions in other cultures and how to lead people from a variety of cultural backgrounds. The purpose of this course is to study how international and local culture shape the values and practice of leadership. It also aims to give students a critical insight into the leader/follower relationship by analyzing foreign models of leadership.

DESCRIPTION

The underlying assumption of this course is that you cannot study leadership without studying the relationship between leaders and followers. Using readings from anthropology, management, leadership, communication, political science, religion, history, and sociology, we will look at how religious, economic, and technological trends affect a culture's notion of leadership. We will also study the factors that influence leader/follower relationships in particular cultures and cross-cultural organizations. The course places special emphasis on how verbal and nonverbal behavior represent the meanings, values, and practices of leaders and followers in other cultures as well as our own. We will challenge current American leadership theories to see if they apply in other cultures and search for features of leadership that are universal. We will consider questions such as: How do people in other cultures define leadership and what do they consider good leadership? What kind of relationship do followers have with leaders? Why do some cultures have charismatic leaders? Do developing countries need transformational leaders? Is democratic leadership best for people in all cultures? At the end of the course, we will hear what leaders from around the world have to say about a global ethic and what it means for the future. The course uses case studies of leaders and countries to analyze the cultural factors that affect leadership and to illustrate alternative notions of leadership and followership. Students will do an in-depth study of leadership in a particular culture. Foreign guests, visitors who work in multinational organizations, and country specialists from the UR faculty will be invited to class. Students are asked to play an active role in their learning. They should not only read and participate in class, but also participate in shaping the questions and issues that we pursue in the course.

OBJECTIVES

- Explore the dynamics of the leader/follower relationship in other cultures.
- Analyze the validity of American leadership theories in other cultures.
- Learn about leadership in cross-cultural organizations.
- Understand how values and methods of communication shape leadership.
- Speculate on the universal characteristics of leadership.

TEXTS

Adler, N. (1996). *International dimensions of organizational behavior* (3rd ed.). Tempe, AZ: Southwest College.

Barber, B. (1996). *Jihad vs. McWorld.* New York: Times/Random House.

Hall, E. (1990). *The silent language.* New York: Anchor Books.

Kung, H., & Bowden, J., Transl. (1996). *Yes to a global ethic.* London: SCM Press.

Llosa, M. V., & Lane, H., Transl. (1990). *The storyteller.* New York: Penguin Books.

Course readings on reserve.

EVALUATION

Country Leadership Analysis—25%
Track a Leader Paper—15%
Two Exams (20% each)—40%
Paper on Two Foreign Films—5%
Participation—10%
Article Presentation—5%
Geography Test—P/F

OUTLINE

Session	**Topic**
	I. CULTURE
1	Course Overview and Discussion of Geography Video: *Faces of Culture*
2	What are the building blocks of culture? How do variations in culture and worldview affect the way people from different cultures interact in leader/follower relationships? Read: Hall, pp. 1-32; Adler, pp. 14-32.
3	How do people learn about their culture? How much control do people have over culture? If, as Burns says, leadership is change, what are the obstacles to changing a culture? Read: Hall, pp. 33-93 Article presentation: White, L. (1975). "Man's control over civilization: An anthropocentric illusion." In I. Brady & B. Isaac, *A reader in culture change.* New York: John Wiley and Sons, pp. 23-45.
4	What kinds of leaders and what kinds of outside factors make a culture change quickly? What are the qualities required in transitional leaders? Read: Mead, M. (1956). "Introduction." *New lives for old.* New York: William Morrow and Co., pp. 3-17. Case study reading: Mead, M. "Paiau: The man who met the hour." *New lives for old,* pp. 188-211.
	II. BIG MEN, CHIEFS, STRONG MEN, AND WOMEN LEADERS
5	What can we learn from Harris's description of leadership in the pristine state? What are Big Men and how do they differ from leaders such as kings, high priests, presidents, and dictators? What role does reciprocity and gift giving play in culture and in leadership? Do these two articles change the way you think about transactional leadership? Read: Harris, M. (1977). The origin of pristine states. *Cannibals and kings.* New York: Random House, pp. 69-82.

Article presentation:
Mauss, M. (1967). "Distribution of the system: Generosity, honor, and money." *The gift*. New York: W.W. Norton, pp. 17-45.

6 Compare and contrast the qualities of the Big Man leader with contemporary Western notions of leaders. What kind of relationship does the Big Man have with his followers? What are the Big Man's sources of power and authority?
Video case: *Disappearing World series: The Kawelka*
Geography test

7 What challenges do leaders face in countries that are made up of tribes? What are the distinctive features of tribal cultures and leader/follower relationships in them?
Read:
Sitakant, M. (1990). "Management of development in tribal cultures: Ideology and leadership." In A. Jaeger & R. Kunungo (Eds.), *Management in developing countries*. New York: Routledge, pp. 264-274.
Article presentation:
Woycke, J. "Managing political modernization: Charismatic leadership in developing countries." From *Management in developing countries*, pp. 275-286.

8 How do the leader/follower relationships of "democratic" tribal leadership and "people's committees" differ from traditional notions of democratic leadership? Compare and contrast the leader/follower relationship of Mugabe in Simbabwe with Al-Quathafi in Libya. Where do these two leaders fit in Western leadership theories? Are they charismatic, transformational, transactional, or servant leaders?
Video case: *Chiefs and Strongmen*
Read: Barber, pp. 203-216.
On reserve: Muammar, A. Q. "Popular congresses and people's committees." *The green book*, pp. 26-43.

Why is it that some countries have women heads of state while America has never had one? What cultural factors facilitate and impede the emergence of women as heads of state? Compare and contrast the ways in which women in Adler's article came into power.
Read: Adler, N. (1996). Global women political leaders: An invisible history, an increasingly important future. *Leadership Quarterly, 7*(1), 133-161.

III. GLOBAL INFLUENCES ON POWER AND CULTURE

10 What are the sources of power and authority in the world today? Does America's history and ideology make it best suited to be a world leader? In what ways is leadership by a country, institution, or industry different from leadership by a person? What do you think of the dualism between global commercial values and increasingly smaller and stronger group identities within nations?
Read: Barber, pp. 3-32, 50-87.
Article presentations:
Huntington, S. (1993). The clash of civilizations. *Foreign Affairs, 72*(3), 273-295.
Lake, D. (1993). Leadership, hegemony, and the international economy: Naked emperor or tattered monarch with potential? *International Studies Quarterly, 37*, 459-489.
Lipset, S. (1996). "Ideology, politics, and deviance." *American exceptionalism: A double-edged sword.* New York: W.W. Norton, pp. 31-51.
Young, O. (1991). Political leadership and regime formation on the development of institutions in international society. *International Organizations, 45*(3), 283-308.

11 Will global commercial media such as movies and MTV change cultural values and styles of communication? Can movies and TV transform followers and change the expectations they have of their leaders? Is it possible for international business leaders to bring democracy to the world?
Read: Barber, pp. 88-117, 137-151; Adler, pp. 2-14.
Video case: *The Ugly American* (excerpts)

12 Exam I

IV. VALUES AND THE POWER OF GOOD FOLLOWERS

13 How do religions and social values empower followers and create citizens? How do followers influence leaders in undemocratic societies? To what extent is trust culturally determined?
Read: Barber, pp. 155-168, 268-292.
Article presentations:
Fukuyama, F. (1995). "The Buddenbrooks phenomenon"; "Italian Confucianism." *Trust: The social virtues and the creation of prosperity.* New York: Free Press, pp. 83-111.
Benedict, R. (1946). "Clearing one's name." *Chrysanthemum and the sword.* Boston:

Houghton Mifflin, pp. 145-176.
Harrison, L. (1992). "Taiwan and Korea." *Who prospers? How cultural values shape economic and political success.* New York: Basic Books, pp. 81-116.

14 What model of leaders and followers do we get from DeSoto's and Perdomo's description of stealing or "invading" land? What cultural variables shape their behavior and the government response to it? Compare and contrast the people who steal land with other kinds of civic groups.
Track a leader paper due
Read:
DeSoto, H. (1989). "Informal housing." *The other path.* New York: Harper & Row, pp. 17-45.
Perez, P. (1982). "The law and home ownership in the barrios of Caracas." In A. Gilbert, J. Hardoy, & R. Ramirez (Eds.), *Urbanization in contemporary Latin America.* New York: John Wiley & Sons, pp. 205-229.

15 How does the legacy of the Caudillo shape the values of followers in Latin America? Compare and contrast the way North Americans think of George Washington with the way South Americans think of Bolivar.
Read:
Lynch, J. (1983). Bolivar and the Caudillos. *Hispanic American Historical Review, 63*(1), 3-35.
Video: *Simon Bolivar: The Great Liberator*

V. LEADING ACROSS CULTURES

16 Given the global influence of the media and commercialism on cultures, how relevant are American leadership theories? Do you think that leaders from different cultures will become more alike or more different in the future? Do you agree with the authors' claims concerning universal elements of leadership?
Read:
Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics*, Summer, pp. 42-63.
Article presentations:
Gerstner, C., & Day, D. (1994). Cross-cultural comparison of leadership prototypes. *Leadership Quarterly, 5*(2), 121-134.
Yeung, A., & Ready, D. (1995). Developing leadership capabilities of global corporations: A comparative study in eight nations. *Human Resources Management, 34*(4), 529-547.

17 Why is the narrator of Llosa's novel fascinated by the storyteller? What are the cultural conflicts in the story? Discuss the idea of storyteller as leader and leader as storyteller. How are stories used to change and maintain a culture? How important is it for a leader to be a good storyteller?
Read:
All of Llosa, *The storyteller.*
Gardner, H. (1995). "Margaret Mead: An observer of diverse cultures educates her own." *Leading minds.* New York: Basic Books, pp. 70-88.

18 To be announced

19 What is the impact of cultural differences on organizations? What particular challenges do they present to leaders and followers? How does one work with people who have different concepts of time?
Read: Adler, pp. 39-61; Hall, pp. 137-157.

20 How do leaders create synergy in cross-cultural organizations? What does one have to consider in putting together cross-cultural teams?
Read: Adler, pp. 96-125.

21 What are cultural parameters of motivation and decision making? Given what we have read and discussed so far in this course, assess Adler's analysis of how American leadership theories do or do not apply in other cultures.
Read: Adler, pp. 151-179.

22 Exam II

VI. COUNTRY STUDIES

23 Guest speaker from Venezuela
Country leadership analysis due

24-26 Student Presentations

27 Is it possible for the shared values of the world's religious leaders to bring us together rather than apart as Barber worries? If so, would there be a greater similarity in leader/follower relationships across cultures?
Read: Kung, pp. 1-26.

28 Compare and contrast chapters by Teddy Kolleck, Mary Robinson, Desmond Tutu, Martti Ahtisaari, Crown Prince Hassan Bin Talal, and Aung San Suu Kyi. What are their values? Are there any values that are universal to respected leaders? What are the best methods for assessing the moral character of leaders?

Paper on foreign films due
Read: Kung, pp. 81-88, 42-45, 164-174, 50-53, 177-179, 222-236.
Article presentation:
Omestad, T. (1994). Psychology and the CIA: Leaders on the couch. *Foreign Policy*, Summer, pp. 119-127.

* * *

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Diversity and Organizations

Educational Level: Undergraduate
Department: School of Education Leadership Studies Program
Format: For-credit
Stand Alone

DESCRIPTION

The course offers a theory-practice-critique framework oriented toward leadership in public, private, and nonprofit contexts. Students will analyze how beliefs, attitudes, values, and behavioral patterns in various microcultures influence personal, interpersonal, institutional, and social life. In particular, students examine how these views are transmitted both explicitly and implicitly in social institutions and organizations to shape the social and political patterns of leadership, and, in turn, what leadership directions might reshape social structures away from separatism toward pluralism. This section is taught in keeping with Leadership Studies Program themes: intellectual inquiry, critical reflection, and community. The themes are interdependent in any leadership action since we must be willing to ask hard questions about our practice, think deeply about our choices, and work with others to build coalitions for societal good.

This class focuses on provoking new insights for students concerning both the differences and commonalities that are represented within human diversity because differences emerge out of commonalities. If we keep this dual perspective, we can more likely appreciate individual and group uniquenesses in the context of personal and communal identities. The point in promoting an appreciation for differences and commonalities is so that all of us have a better chance at understanding our own unique aspirations and our common needs. Understanding common needs is critical for creating meaningful common ground and solving serious problems together for the common good. Therefore, a common-ground approach promotes democratic leadership, wherein the fullest possible participation underscores difference as an aspect of human dignity through a social structure that protects individual dignity and the common good.

Once we learn and appreciate our various differences and commonalities, we are much more likely to be able to carry on relevant dialogue about complex issues with less self-consciousness and hesitation. Furthermore, once we learn to appreciate both differences and commonalities, we will be less satisfied with mere tolerance and be more enthused about bridging differences for common ground based instead upon acceptance. Therefore, we will not analyze diversity by referring only to the characteristics and needs of typically labeled groups since this would reinforce the idea of identity politics. Rather, we will explore how oppression frames difference as dangerous, so that we can critique the limitations of identity politics.

TEXTS

Brown, C. S. (1990). *Ready from within: A first-person narrative: Septima Clark and the civil rights movement.* Lawrenceville, NJ: Africa World Press.
Cox, T., Jr. (1994). *Cultural diversity in organizations: Theory, research and practice.* San Francisco: Berrett-Koehler.
West, C. (1994). *Race matters.* Boston: Beacon Press.
Additional readings on reserve.

REQUIREMENTS

- Students are to prepare for class sessions by reading the assigned materials, so that they can ask questions and contribute to discussions in a scholarly fashion. Freewrites will be conducted to check levels of understanding. The collection will be submitted near the end of the semester, with a one-page critical overview, and will be assigned a composite grade.
- **Discussion Prep Sheets:** These are for students to use during each class session to prepare an article they choose for discussion; one from the Reader and one from the selected anthology (Cordova or Manning). For each session, the students will write a prep sheet that reflects

both selections. Any readings for which a prep sheet is prepared may also be listed in the project bibliography(ies).

- **Course Project and a Class Presentation:** Students are to choose an area of interest from among the course topics and prepare a project and a presentation on the project. The presentation is to a be a creative approach to the topic and can take a variety of formats: poetry, art, music, drama, dance, composition, oral history, group projects, etc. Topics may be prepared and conducted in groups; however, each student is to submit his or her own written report.
- **Selected Book Review:** Students are to write an original review of one of the optional narratives listed among the course readings; the review shall be approximately three pages in length. Students will have opportunities in class to discuss the selected novels in groups in order to analyze the ways in which the novels contribute to the course understandings.
- **Book Review: *Ready from Within*:** Write a review, no more than two pages, that portrays your understanding of a selected point from the book; relate the point to other readings in the course and identify those other readings.
- **Lecture:** Students are to attend the Inaugural Senior Sally Furay Lecture, sponsored by the USD Transborder Institute and the Social Issues Committee.
- **Self-Reflection of Campus Social Issues Event:** Students are to attend either the Keynote Address or workshop session in the USD Social Issues Conference, "Voices of Diversity." Students are to write a one-page reflection on a topic within the event.
- **Photographic Essay Reflection:** Students are to write a one-page reflection based on viewing the slide presentation from "Reframing American Experience," a photographic exhibit held in 1996 in Balboa Park to commemorate immigrants' experiences.
- **Course Self-Reflection:** Students are to complete a self-reflection. The self-reflection must be submitted at the final exam session, and a copy must be included in the course portfolio. The self-reflection must be more than a repeat of the reflections in the project materials.
- **Course Portfolio:** Each student is to submit all of his or her course materials in an organized portfolio, in a three-ring binder, tabbed, and introduced by a table of contents, according to the following outline:
  - – Course Syllabus, with titles of selected readings
  - – Set of Discussion Prep Sheets, with overview
  - – Set of Freewrites, with overview
  - – Book Review
  - – *Ready from Within* Review
  - – Photographic Essay Reflection
  - – Course Project
  - – Campus Social Issues Event Reflection
  - – Sally Furay Lecture
  - – Course Self-Reflection

OUTLINE

Session	Topic
1	Introduction to the Course Read from course reader: Lieberman, "Race and anthropology: A core concept without consensus"; Bellah, "Nativism and cultural pluralism in America"; Plattner, "The democratic moment"; Cox, "Diversity and organizational performance."
2	Social and Political Dimensions of a Wholistic Diversity Video: *The Color of Fear*
3	Theory and Practice of Diversity Read: Cox, "Individual-level factors in understanding diversity." Students are to choose ch. 4, 5, or 6.
4	Sociocultural Understanding Read: Cox, "Group and intergroup factors in understanding diversity." Students are to choose ch. 7, 8, or 9.
5	Identity or Identity Politics? Taped remarks: Todd Gitlin Read from course reader: Gitlin, The twilight of common dreams
6	Race as a Construct Read: West, *Race matters*
7	Whom Do We Welcome into the Common Good? Photographic essay exhibit on *The Immigrant Experience in Reframing America*
8	Personal Narrative for Reflection Small-group discussions as prep for book presentations Book reviews of *Ready from within* due Discussion: Brown, *Ready from within* Read: From course reader: Ayers, Harvard Edition review of *Ready from within*
9	Applications of Diversity Attend: Social Issues Annual Conference, "Celebrating Voices of Diversity" Write: Reflection paper
10	Leadership, Diversity, and Education Reflection paper due
11	Narrative and Diversity Book reviews due Discuss book reviews
12	Diversity Applications in Organizations All freewrites, with overview, due Read: Cox, "Organizational context factors in understanding diversity." Students are to choose ch. 10, 11, 12, or 13.
13	Leadership and Diversity Discussion prep sheets, with overview, due

	Read: Cox, "Managing diversity: Guidelines for leadership." Students are to choose ch. 14 or 15.
14	Diversity in a Community of Inquiry Present and submit projects Portfolios due

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Leadership in Organizations

Educational Level: Undergraduate
Department: School of Education
Format: For-credit
Stand Alone

INTRODUCTION

As the first course in the leadership minor, Leadership in Organizations is designed to provide students with an introduction to leadership theory, to encourage analysis of leadership in students' current organizational involvements, and to increase their capabilities for engaging in leadership relationships. Course concepts will be elucidated through literature review, dialogue, writing, formal presentations, and experiential opportunities.

OBJECTIVES

- Students will demonstrate thoughtful analysis and critique of major theories of leadership.
- Students will analyze and critique their own practical application of leadership theory within their current organizational involvements.

TEXT

Nahavandi, A. (1997). *The art and science of leadership.* Upper Saddle River, NJ: Prentice Hall.
Readings on reserve.

REQUIREMENTS AND EVALUATION

Class Participation and Attendance—20 points

Personal Journal—20 points
Students will reflect upon course materials, including assigned writings, and indicate the applicability of learning to everyday organizational interactions.

Midterm Quiz—20 points
The midterm quiz will include essay questions that will afford students the opportunity to demonstrate insightful mastery of leadership theories pertaining to organizational life.

Journal Article Critique—10 points
Students will obtain one current (1990 to present) journal article pertaining to leadership in organizations. Students will prepare a one-page critique of that article and submit the critique and a copy of the article for instructors and each class member. This assignment is designed to encourage students to write succinctly, to engage in critical analysis, and to integrate current theory into their own daily lives. The distribution of each student's article will enhance the collective wisdom of the group.

Presentation and Paper: Profile of a Leader—30 points (Presentation—10 points; Paper—20 points)
Students will prepare a paper approximately five pages in length, including at least four references, that analyzes a leadership relationship. Students will present a brief (no more than 15 minutes in length) synopsis of the paper to the class.

OUTLINE

Session	Topic
1	Introduction. What Is Leadership? Activity: Freewrite Read Nahavandi: preface, ch. 1
2	The Power of Language Activity: Neurolinguistic communication Read: Gretz, K. (1994). *Empowering innovative people.* Seattle, WA: Probus Press.
3	Beyond the Comfort Zone Activity: Shield Read: Heifetz, R. (1994). *Leadership without easy answers.* Cambridge, MA: Harvard University Press. Senge, P., et al. (1994). *The fifth discipline fieldbook: Strategies and tools for building a learning organization.* New York: Doubleday.
4	Leadership Throughout History I Activity: Debate Read: Nahavandi, ch. 2

Rost, J. (1991). *Leadership for the 21st century*. New York: Greenwood.

5 Leadership Throughout History II
Activity: Debate
Read:
Nahavandi, ch. 3
Blanchard, K., et al. (1993). Situational leadership after 25 years: A retrospective. *The Journal of Leadership Studies*, *1*(1), 22-36.

6 Leadership versus Management
Guest speaker
Read: Rost, J., & Smith, A. (1992). Leadership: A post-industrial approach. *European Management Journal*, *10*(2), 193-201.

7 Leadership and Self
Myers-Briggs Type Indicator®

8 The Evolution of Organizational Life
Read:
Drucker, P. (1994). The age of social transformation. *The Atlantic Monthly*, November, pp. 53-80.
Morgan, G. (1986). *Images of organization*. Newbury Park, CA: Sage.

9 Decision Making
Read: Nahavandi, ch. 5, 7

10 Leaders in Practice (University of San Diego)

11 Conflict Resolution
Activity: Win as Much as You Can
Readings on reserve: Cecil

12 Negotiation
Activity: The Negotiating Profile/Doctors in Dialogue
Readings on reserve: Nierenberg, Hawthorne, & Dutton

13 Synergy
Activity: Lost at Sea
Read:
Nahavandi, ch. 6
Hwang, P. (1995). *Other esteem: A creative response to a society obsessed with promoting the self*. San Diego, CA: Black Forest Press.

14 Creativity and Complexity
Activity: Barriers to Innovation
Read: Stacey, R. (1996). *Complexity and creativity in organizations*. San Francisco: Berrett-Koehler.

15 Midterm Quiz

16 Assertiveness

17 Teams

18 Leadership in Practice (Community)

19 Organizational Diversity I
Activity: Blue and the Brown
Read:
Loden, M., & Roseneer, J. (1991). *Workforce America: Managing employee diversity as a vital resource*. New York: Irwin.
Readings on reserve: Cecil

20 Organizational Diversity II
Activity: Over the Line
Read: Astin, H., & Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leaders and social change*. San Francisco: Jossey-Bass.

21 Power
Activity: The Line of Power
Read:
Nahavandi, ch. 4
Readings on reserve: Garcia

22 Change Theory
Read: Nahavandi, ch. 8

23 Ethical Leadership
Activity: Case studies
Readings on reserve: Kohlberg, Gilligan

24 Motivation
Readings on reserve: Hughes

25 Organizations of the Future
Read:
Nahavandi, ch. 11
Readings on reserve: Bergquist

26 Careers in Leadership

27 Celebration
Read: DeForest, C. (1986). "The art of conscious celebration: A new concept for today's leaders." In J. Adams (Ed.), *Transforming leadership from vision to results*. Alexandria, VA: Miles River Press.

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University of Texas–Permian Basin

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Philosophy of Leadership

Educational Level: Undergraduate
Department: Humanities
Format: For-credit
Stand Alone

DESCRIPTION

The purpose of this course is to gain a measure of philosophical insight into the phenomenon called leadership. We shall strive toward an integration of leadership concepts.

This course carefully listens to the great teachers Plato and Aristotle, each of whom lived their philosophies of leadership through their students: Plato through the young Dionysius II of Syracuse, Aristotle through Alexander the Great. Their theories, of course, were much modified when practiced and, consequently, in the view of the cynics, were proved false. Not so! "The good I would do, I do not," wrote St. Paul, but his faith sustained him. His vision was a realistic idealism, rendered true by his determination to cooperate with a force above his own powers. We *can* arrange things for better or worse; we are not powerless passengers tossed on the sea of history. Yet the assertion of humankind's significant ability to mold events—to lead—has been made with hesitancy. Thucydides' skepticism of human motives; Aristotle's reluctant denial of human immortality and, therefore, of any final happiness for humanity; Epicurus' sad effort to buck up human courage in the face of a careless universe; it was to be a long while before these obstacles to a full confidence in human powers could be cleared away. Between the ancient Greeks and Walt Whitman's poetic affirmation of our mastery over fate, there intervened the Christian insistence on human freedom and responsibility. The story of this progress is the history of the philosophy of leadership in Western civilization. We seek to uncover something of this history and to achieve a deepened awareness of the nature of leadership.

We will address leadership in many of its manifestations—military, political, religious, commercial, and educational—with emphasis on the pervasiveness of the latter. The treatment concerns these leadership categories in the context of: 1) persons and events from the time of the ancient Greeks to the Renaissance and 2) from the Renaissance to the present. We end by turning our attention to recent theories of leadership and, finally, by considering some of the chief challenges to leadership as we enter the 21st century.

TEXT

Gardner, J. W. (1993). *On leadership*. New York: Free Press.

EVALUATION

Two Class Presentations (15% each)—30%
Test—30%
Final Exam—40%

European Leadership

Educational Level: Undergraduate
Department: Philosophy
Format: For-credit
Stand Alone

INTRODUCTION

The aim of this course is to examine a number of European leaders through the millennia from Solon of ancient Athens to Lech Walesa of late 20th-century Poland. Because the sweep of time is so great between these two historical figures, a vehicle is needed for narrowing our focus. Plutarch's *Lives* has been chosen for this purpose; this classic work treats leaders from early Greece to the latter period of the Roman republic. But Plutarch's sketches are timeless. They speak of nobility and ignobility in leaders who demonstrate that character is destiny. Cato the Younger is a model of selfless leadership throughout the ages, as Sulla is a paradigm of the cruel power-hungry social climber, a law unto himself. Cato lives in genuine statesmen through European history, as Sulla does in tyrants from Nero to Stalin.

You are challenged, first, to catch the spirit of Plutarch's heroes and then to discover this spirit in others who have made European history, even to our own time. To help you in this, we will use Simonton's *Greatness: Who Makes*

History and Why. This book will aid our efforts to psychoanalyze the leaders we study. You must wade through trivialities here, it is true, but you will also be made aware of what the major research psychologists have done concerning leadership since Francis Galton's *Hereditary Genius* in 1869.

TEXTS

Plutarch. (1992). *Lives, Volumes I and II*. New York: Modern Library.

Simonton. (1994). *Greatness: Who makes history and why*. New York: Guilford Press.

EVALUATION

One Test—25%
Presentation(s)—25%
Class Participation and Attendance—15%
Final Exam—35%

OUTLINE

Session	**Topic**
1	Introduction and Overview—Basis of European Civilization: Spirit of Hellenism Read: Plutarch, Vol. 1, Introduction; Simonton, preface, ch. 1-2
2	Leadership and the Heroic Tradition Hellenistic Philosophy and Science, Beginnings Read: Simonton, ch. 3
3	Socrates, Model of Leadership Platonism and the Paradigm: The Philosopher King Read: Plutarch, Solon; Simonton, ch. 4
4	Leadership in Aristotle The Great-Souled Read: Plutarch, Themistocles; Simonton, ch. 5
5	Presentations 1 and 2 to be given
6	Leadership in Ancient Rome Stoicism and the Emperor Avrelius Read: Plutarch, Pericles; Simonton, ch. 6
7	Presentations 3 and 4 to be given Read: Plutarch, Fabius
8	Leadership Vacuum: Fall of Rome Leaders of Christian Civilization Read: Simonton, ch. 7
9	Review for Test
10	Test
11	Spiritual Leadership—Monasticism Charlemagne—Carolingian Renaissance Read: Plutarch, Alcibiades; Simonton, ch. 8
12	Presentations 5 and 6 to be given Read: Plutarch, Alexander
13	Leadership in Byzantium—Excursus Islamic Leadership
14	Florentine Leadership: Early Renaissance Machievelli—Leader as Power Read: Plutarch, Caesar; Simonton, ch. 9
15	Presentations 7 and 8 to be given Read: Plutarch, Cato the Younger
16	The Age of Reason Aspiring Philosopher Kings: Enlightenment Read: Plutarch, Cicero; Simonton, ch. 11
17	Presentations 9 and 10 to be given Read: Plutarch, Antony; Simonton, ch. 12
18	Inheritance of Amoral Politics: Stalin Polish Leadership, 20th Century—Lech Walesa Read: Simonton, ch. 13-14
19	Retrospective/Review
20	Wrap-up
21	Final Exam

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Webster University

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Student Leadership Development Core Curriculum

Educational Level: Undergraduate
Department: N/A
Format: Certificate program
Stand Alone

DESCRIPTION

The core curriculum of the Student Leadership Development Program will provide students with a theoretical and conceptual foundation for personal leadership development. The course is designed to be interactive and thought-provoking, while encouraging knowledge and skill development on such topics as personal self-assessment, interpersonal communication, teamwork and collaboration, leadership in a diverse community, ethical decision making, goal setting, and motivation. The course may be taken as part of the Student Leadership Certificate Program or separately.

OBJECTIVES

- To assess personal leadership knowledge and skills.
- To present students with a model for personal leadership development designed to create leaders who are change agents.
- To understand leadership theory and its application to personal skill and organizational development.
- To facilitate the development of a personal model of ethical decision making.
- To provide students with an opportunity to think about and assess leadership issues from multiple perspectives (e.g., gender, race, ethnicity).
- To assist students in the development of a personal vision statement and strategy for affecting social change.

TEXT

Murray, J. L. (1994). *Training for student leaders.* Dubuque, IA: Kendall/Hunt.

REQUIREMENTS AND EVALUATION

Attendance, Class Participation, Exercises, and Homework—20%
Weekly class sessions will be divided between lecture, discussion, and other activities. It is expected that students will read the assigned topic's readings prior to coming to class, so that discussion can be lively. Class exercises and homework are due at the beginning of the following class session.

Personal Assessment—5%
Complete the Leadership Practices Inventory (LPI) self-evaluation and have five peers complete the LPI-Other evaluation. These evaluations are due in class for scoring. Students will also complete the Myers-Briggs Type Indicator®. Interpretation and discussion will occur in the class meeting following the collection of instruments.

Interview a Leader—10%
Each student will be asked to choose a leader to interview. The actual interview may be as long or as short as you like, but your report of the interview should expand their ideas, be two to three pages, and include the following: 1) Who you interviewed. 2) Outline of the characteristics, qualities, and/or skills of your leader: In what way(s) is the person viewed as a leader by you and others, and why did you choose to interview him or her? 3) Does your leader think of him- or herself as a leader? Why or why not? 4) What are the three most important skills and/or abilities that every leader should possess according to your subject and why does he or she think they are important or necessary? 5) What advice does the person have for future leaders in our society? 6) Given what you have learned about leadership so far, are there things your leader says/does that seem inconsistent with your view of him or her as a leader? Please include quotes from the interview.

Leadership Character Analysis/Book Review—20%
Students will be expected to select a book to read (should be fiction) that reflects the principles of leadership development. Students should read the book and then write a five-page review and analysis of the book from the perspective of a leader. Your analysis should focus on answers to the

following questions: 1) What is the leader's (protagonist's) mission or goals? 2) How does your leader know him/herself? How conscious is he or she of his or her values? 3) How does the leader embody the principles of good communication and collaboration? 4) What values or ethical principles does your leader espouse and follow? Are they congruent? 5) Is your leader sensitive to issues of race, gender, class, age, etc.? How do you know? 6) How does your leader involve others in a common purpose? 7) What major issues/obstacles/controversies does the leader encounter en route to achieving his or her mission? How are those controversies addressed? 8) How is your leader involved in citizenship? 9) How do you think reading about this leader's experience will assist you as a leader?

Community Service Project—10%
As a class, we will participate in a community service project where you will choose one of the values of the social change model that you would like to teach to a group of young people (6th-12th graders). You will be expected to keep a journal on your thoughts related to the project, your role in the preparation of the project, and what you actually do the day we implement the project. Using your journal as a guide, you will be asked to write a three- to five-page reflection paper on your participation in the development and implementation of the project, reactions to participating in the project, and if and how you feel the project will make a difference in the lives of the people who are served. You should also discuss the value of community service and why it is important for leaders to be involved in it.

Mission Statement—10%
Students will be expected to generate their own mission statement, philosophy, or creed about their values as leaders. Mission statements should focus on three areas: 1) who you want to be (your character), 2) what you want to do (your contributions and achievements), and 3) the values and principles that guide who you are and what you want to do. You will be given a set of handouts to help you clarify who you want to be and what you want to do; then, you will be asked to synthesize the information into a coherent mission statement, which will be written as well as briefly presented in class.

Class Project on Leadership Development—25%
Students will be expected to work in a small group on a leadership project of the group's choosing that relates to one or more of the values of the social change model. Group projects will be presented in class. Each project should also contain written materials on the group project plus each student will be expected to submit a two- to three-page summary of the dynamics and group process involved in developing the project.

OUTLINE

Session	Topic
1	Introduction—Goals/Course Expectations Social Change Model of Leadership Read ch. 1
	INDIVIDUAL VALUES
2	Consciousness of Self and Others Introduction to Individual Values LPI due Read ch. 4
3	Leadership Practices Inventory Guest: Dean of Students COC due Read ch. 2
4	Congruency—Building Your Leadership House Book selection
5	Commitment to Personal Decision Making Interview due Read ch. 8
	GROUP VALUES
6	Introduction to Group Values
7	Controversy with Civility Read ch. 3
8	Collaboration and Common Purpose Class Project Introduction Read ch. 6
9	Collaboration and Common Purpose (cont.) Introduction to Community Service Project Read ch. 5
	COMMUNITY VALUES
10	Introduction to Community/Citizenship Values Class time for community service project Character analysis due Read handout
11	Community Service Project Day Read handout
12	First Things First Community service paper due
13	Organizational Dynamics Guest: School of Communications Dean Read ch. 7
14	Personal Mission Statement and Leadership Plan Mission due Read ch. 9
15	Project Presentations Project paper due

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Western Michigan University

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Leadership

Educational Level: Undergraduate
Department: Communications
Format: For-credit
Stand Alone

DESCRIPTION

A study of the characteristics and behaviors of leaders with emphasis on the development of leadership abilities in the individual for different group situations.

OBJECTIVES

- To provide students with concepts and theories that will enable them to better understand the dynamics of leadership.
- To provide students with specific situations in which various leadership styles can be observed and analyzed.
- To provide students with the opportunity to analyze their own leadership styles.
- To assist students in learning what is involved in being an effective follower.

TEXT

Northouse, P. (1997). *Leadership theory and practice*. Thousand Oaks, CA: Sage.

REQUIREMENTS AND EVALUATION

Four Tests—100 points
Based on the lectures, material discussed in class, and material assigned in the textbook.

Five Personal Observation Reports (PORs)—15 points each

Personal Leadership Profile
Based on the 11 leadership questionnaires provided in the text.

Leadership Questionnaire Analyses (11)—10 points each

Participation—15 points

Total—600 points

OUTLINE

Session	**Topic**
1	Introduction and Overview Read Northouse, pp. 1-12
2	Trait Approach Read Northouse, pp. 13-31 Leadership Trait Questionnaire
3	Style Approach Read Northouse, pp. 32-52 Style Questionnaire
4	Situational Approach Read Northouse, pp. 53-73 Situational Leadership: A Brief Questionnaire
5	Contingency Theory Read Northouse, pp. 74-87 Least Preferred Co-Worker Measure
6	Path-Goal Theory Read Northouse, pp. 88-108 Path-Goal Leadership Questionnaire
7	Leader-Member Exchange Theory Read Northouse, pp. 109-129 LMX 7 Questionnaire
8	Transformational Leadership Read Northouse, pp. 130-158 Multifactor Leadership Questionnaire Form 6S
9	Team Leadership Theory Read Northouse, pp. 159-183 Team Effectiveness Questionnaire
10	Psychodynamic Approach Read Northouse, pp. 184-203 Psychodynamics Checklist
11	Women and Leadership Read Northouse, pp. 204-238 Attitudes Toward Women as Managers Scale
12	Popular Approaches to Leadership Read Northouse, pp. 239-260 Popular Leadership Approaches Questionnaire

* * *

ACADEMIC COURSES – COMMUNITY COLLEGE

VINCENNES UNIVERSITY 320
Organizational Leadership
A business management course that provides an explanation of the major leadership theories throughout history, with emphasis on students understanding their own personal style.

Vincennes University

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Organizational Leadership

Educational Level: Community college
Department: Business Management
Format: For-credit
Stand Alone

INTRODUCTION

Leadership, as a field of scholarly pursuit, has emerged over the past several years with a diversity of major theories about what is leadership. As noted by Ralph Stogdill over 20 years ago in his monumental *Handbook of Leadership*, "Four decades [over six decades today] of research on leadership have produced a bewildering mass of findings…. The endless accumulation of empirical data has not produced an integrated understanding of leadership" (Stogdill, 1974, p. xvii). This expansionist trend in leadership theory continues today, amplifying the problem of integrating an understanding of what persons believe is leadership, along with further facilitation of leadership education-praxis.

DESCRIPTION

This course is the cornerstone of the Organizational Leadership program. It is highly recommended that students enroll in this course as soon as possible in the program. The course will provide an in-depth analysis of the use of the English words "lead, leader, and leadership," and a thorough explanation of the major leadership theories throughout history. A particular emphasis will be placed upon each student developing an understanding of his or her personal belief of what leadership is, and how the many diverse theories and beliefs about what leadership is influences one's own perception regarding whether in fact leadership is occurring.

RATIONALE

However facilitated, whether through the stewardship of an individual or through the collaborative efforts of a team, leadership is an influence relationship that endows members of an organization with a vision of the common good, and empowers them to translate that vision into a particular context within the relationship that is free of coercion and manipulation.

Leaders and followers, individually and as a team, must know themselves and be skilled at discerning their gifts and talents as well as their limitations. This discernment takes place in an atmosphere of trusting communication and is mediated through collaborators in a team. With this in consideration, a holistic approach is used in this course, with due attention to the student as a thinking, feeling, and doing person, living in a world of other like-minded beings who intend real changes reflecting their mutual purposes.

OBJECTIVES

The objective of this Organizational Leadership course is to present an integrative model of leadership education, one that will:

- Develop the student's heuristic of the leadership relationship within organizations.
- Allow the student to understand the basis of the widespread literary saturation on the topic today.
- Facilitate the student's continued scholarly pursuit of leadership study throughout the Vincennes Business Management, Leadership Option program, and in one's life.

TEXTS

Greenberg, J., & Baron, R. A., Eds. (1995). *Behavior in organizations* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
Rost, J. C. (1993). *Leadership for the twenty-first century*. Westport, CT: Praeger.

EXPECTATIONS

Team log of events and activities: Record in your log your version of all team events and activities as they occur in class. There will also be self-reflections during the course that will be accomplished outside of class. Students will also be expected to maintain, along with their Team Log Journal, a file of newspaper articles regarding the topic of the class. Students will discuss the article in class and explain why it is about leadership.

A word about writing: You are encouraged to write your thoughts and feelings as they occur. These written ideas will be considered as more important than mechanics or structure—honesty is the key. Free writes are conducted so that you may place your own thoughts on paper initially, discuss them, and write them again on a specific topic. Write as many reflections as possible and share your thoughts with your team throughout the classroom experience.

The student paper: This will be a well-researched think piece on the general topic of organizational leadership, which will explore a specific, more detailed topic of the student's choice. The student is required to get approval from the instructor on the specific topic as soon as possible in the course. The final paper should be about 10-12 pages in length, double-spaced, typed, with a minimum of four additional readings as noted in the bibliography. Students will cite all references either by APA- or Chicago-style guides or by any approved method agreed upon between instructor and student.

EVALUATION

Class participation and free writes—15%
Midterm examination—25%
Student paper (due the last day of class)—25%
Final examination—35%

OUTLINE

Session	Topic
Part I	Organizational Behavior: An Introduction Read: Greenberg, ch. 1, The nature and study of organizations.
Part II	Basic Human Processes Read: Greenberg, ch. 2, Perception and learning—adapting work. Greenberg, ch. 3, Personality and individual differences.
Part III	The Individual in the Organization Read: Greenberg, ch. 4, Motivation in organizations. Greenberg, ch. 5, Work-related attitudes. Greenberg, ch. 6, Becoming an organization member—socialization. Greenberg, ch. 7, Stress impact and management.
Part IV	Group Processes Read: Greenberg, ch. 8, Group dynamics and teamwork. Greenberg, ch. 9, Interpersonal communications. Greenberg, ch. 10, Decision making in organizations. Greenberg, ch. 11, Helping, cooperation, and conflict.
Part V	Influencing Others Read: Greenberg, ch. 12, Influence, power, and politics. Rost, ch. 2, An overview of leadership studies. Rost, ch. 5, The nature of leadership. Greenberg, ch. 13, Leadership: Its nature and impact.
Part VI	Organizational Processes Read: Greenberg, ch. 14, The work environment: Culture and technology. Greenberg, ch. 15, Organizational structure and design. Greenberg, ch. 16, Organizational change and development. Rost, ch. 8, Leadership in the future.

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ACADEMIC COURSES – HIGH SCHOOL

The contribution of these academic courses for high school students reinforces the concept that leadership should be learned at an early age. While there is significant experiential learning in these offerings, the primary focus is academic, and students receive credit for successfully completing the courses.

CONTENTS

JOHN F. KENNEDY HIGH SCHOOL 324
Foundations of Leadership: A Model High-School Curriculum
A course that seeks to integrate active, experiential, problem-based learning and the study of leadership theory and concepts.

UNIVERSITY OF GEORGIA 327
Youth Leadership in Action
A social studies course that allows students to experience hands-on activities and interact in real-life leadership opportunities.

VANTAGE POINT CAMPUS (ADAMS #12 SCHOOL DISTRICT, COLORADO) 337
Leadership 101: Developing Your Leadership Skills
A course whose target population is resilient (at-risk) teenagers who explore, practice, and understand their own philosophy of leadership.

John F. Kennedy High School

Jeffrey A. Schultz
Director
Leadership Training Institute
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Silver Springs, MD 20902
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(301) 929-2124 (fax)

Foundations of Leadership: A Model High-School Curriculum

Educational Level: High school
Sponsor: James MacGregor Burns Academy of Leadership
Format: Two one-semester courses
Stand Alone

INTRODUCTION

Studying leadership is a journey into self-discovery. It requires the learner to examine beliefs and uncharted territory. Through this course in leadership, students will be provided with a set of tools for the journey. However, tools are means to an end. Only the individual can determine the end. This is an exciting challenge, and our strongest hope is that each student will be transformed by this experience so that her or his leadership becomes true service to society.

GOALS

This course seeks to engage students actively and to challenge students to challenge themselves, their peers, and their instructor. In short, this is not a course for the passive or for those who want the teacher to provide all the answers. This course seeks to integrate active, experiential, problem-based learning and the study of leadership theories and concepts. It requires a high level of student participation in classroom activities and group projects. Students will be challenged to think critically and imaginatively about the course material.

OBJECTIVES

- To critically evaluate contemporary and historical leadership concepts and theories.
- To apply critical and creative thinking skills to the study and practice of leadership.
- To describe the fundamental concepts of leadership competencies, such as decision making, managing change, motivating people, making and implementing policy to solve problems, communicating, and resolving conflicts.
- To describe the effects of contextual variables on the practice of leadership in a variety of settings.
- To describe the fundamental concepts that enable one to understand and lead individuals and groups.
- To communicate effectively, orally and in writing, what has been learned about leadership.
- To provide an awareness of community and to foster volunteerism.

TEXTS

Burns, J. M. (1978). *Leadership.* New York: HarperCollins.

Covey, S. R. (1989). *Seven habits of highly effective people: Restoring the character ethic.* New York: Simon and Schuster.

Sorenson, G. J. *Emergent leadership.*

Wren, J. T. (1995). *The leader's companion: Insights on leadership through the ages.* New York: Free Press.

EXPECTATIONS AND OUTCOMES

The student will:

- Become comfortable with the concept of leadership.
- Know something about the process of leadership.
- Have an increased awareness of the practice of leadership.
- Have a clear sense of the purposes of leadership.
- Have begun to develop an awareness of his or her strengths and weaknesses as a leader and to evolve a personal approach to leadership.
- Have an enhanced understanding of concepts and practices involved in leadership in a diverse society.
- Have enhanced powers of analysis and increased capabilities in oral and written communication.

COMPONENTS

The courses will contain four major modules, each lasting approximately four weeks.

Foundations of Leadership A
Module 1: Leadership History and Theory
Module 2: Leadership Competencies
Module 3: Leadership Contexts
Module 4: Moral and Ethical Dimensions of Leadership

Foundations of Leadership B
Module 5: Leadership Competencies
Module 6: Leading Individuals and Groups
Module 7: Service Learning
Module 8: Experiential Learning

OUTLINE

Foundations of Leadership A

Module 1: Leadership History and Theory

Session	Topic
	WEEK 1
1	What Is Leadership? Homework: Define leader and leadership
2	Discuss leadership Homework: Multimedia presentation on three people
3	Case Studies on Leaders Cooperative learning in groups
4	Case Studies Presented by Each Group
5	Film Clips on Styles of Leadership from *Sister Act*
	WEEK 2
6	Historical Views of Leadership (B. Bass)
7	Carlyle: The Hero as King
8	Plato, Aristotle, Lao-Tzu
9	Gandhi, W.B. Dubois
10	Writing Assignment: Reaction to Case Studies
	WEEK 3
11-13	Transforming Leadership (J.M. Burns)
14-15	Leaders and Followers
	WEEK 4
16-17	Situational Leadership
18	Case Studies on Situational Leadership
19	Case Studies Presented by Each Group
20	Exam

Module 2: Leadership Competencies

Session	Topic
	WEEK 1
1	Introduce Leadership Competencies
2-4	Expert Group Activity
5	Assign Agent of Change Projects
	WEEK 2
6	Case Study: New J.F.K.
7-9	New J.F.K. in Groups
10	New J.F.K. Cross Groups
	WEEK 3
11-12	Class Discussion: New J.F.K. Group presentations
13	Lecture: Competencies
14	Exam
15	Introduce Conflict Resolution
	WEEK 4
16-17	Conflict Resolution Role Playing
18-19	Report on Change Agent
20	Exam

Module 3: Leadership Contexts

Session	Topic
	WEEK 1
1	Introduce Gender and Leadership
2-3	Debate: Women Are More Effective Leaders
4	Discuss: What Influences Leadership?
5	Time and History as Influences on Leadership
	WEEK 2
6	Begin Research Project: Diversity in Groups
7-9	Research
10	Group Planning
	WEEK 3
11	Presentation: African-American Leadership
12	Presentation: Asian-American Leadership
13	Presentation: Latino Leadership
14	Presentation: Immigrant Leadership
15	Presentation: Other Groups' Leadership
	WEEK 4
16-17	Settings for Leadership: Organization and Community
18	Define a "Citizen Leader"
19-20	Film Clips on Leadership

Module 4: Moral and Ethical Dimensions of Leadership

Session	Topic
	WEEK 1
1	Discuss Differences Among Morals, Ethics, and Character
2	Case Study One: In Groups, Students Create Moral Dilemma Faced by an Individual
3	Discuss Case Study One with Whole Class
4	Kidder's *Universal Human Values* Homework: Write Own UHVs
5	Mock Honor Code Activity
	WEEK 2
6	Continue Honor Code Activity Discuss Burns' reading
7	Case Study Two: In Groups, Students Create Moral Dilemma for an Organization
8	Discuss Case Study Two with Whole Class
9	Assign Film Clip Project
10	Discuss Results of Honor Code Activity
	WEEK 3
11	Introduce Covey's *Seven Habits*
12-13	Discuss Covey's *Seven Habits*
14	Develop Personal Mission Statement
15	Share Mission Statements

	WEEK 4
16-17	View Film Clips
18	Group Skits
19	Group Skit Activities on Ethics
20	Present Skit Activities

Foundations of Leadership B

Module 5: Leadership Competencies

Session	Topic
	WEEK 1
1	Class Discussion on Decision Making
2	Provide Decision-Making Scenario for Class to Solve
3	Case Study on Decision Making: Truman's Use of Atom Bomb
4	Groups Discuss Truman's Decision Making
	WEEK 2
5	Essay Test on the Process of Decision Making
6	Visioning: Class Discussion on Visions and Dreams
7	Visioning: M. L. King's *I Have a Dream* speech
8	Students Write Speeches of Their Visions
9	Presentations of Students' Speeches
10	React to the Quote: "A visionary has her head in the clouds and her feet on the ground."
	WEEK 3
11	Problem Solving: *Apollo 13*
12	Problem Solving in Groups: Egg Drop Experiment
13-14	Egg Drop Experiment
15	Discuss Process Used to Complete Experiment
	WEEK 4
16	Communication and Critical Thinking
17	Communication and the Media: Influences on Public Opinion
18-20	No Class

Module 6: Leading Individuals and Groups

Session	Topic
	WEEK 1
1	Introduction: Leading Individuals
2-3	Show Film *Cadence*
4	Discussion: Understanding and Motivating Individuals
5	Discussion: The Impact of Race and Ethnicity in a Group Setting
	WEEK 2
6	Brainstorm Characteristics of Followers
7	Show Films on Mountain Gorillas and Observe Leader and Follower
8	Compare the Gorillas' Behaviors to Human Behaviors
9	Discussion: Leadership in Different Types of Groups—Gangs, Teams, Constituents
10	Group Activity on Leader/Follower Interactions
	WEEK 3
11	Group Activity: Role Play
12	Continue Group Activity
13	Discussion: Changing Roles of Leaders and Followers
14	Research a Leader and Describe Techniques Used to Lead Followers
15	Continue Research
	WEEK 4
16	Different Styles for Different Groups
17	Discussion: Leadership Style of Machiavelli's *The Prince*
18	Review Leadership as a Process
19	Review Relationships of Leaders and Followers
20	Exam

Module 7: Service Learning

Session	Topic
	WEEK 1
1	Introduce Concept of Service
2	Groups Select Service Project
3	Groups Plan Project
4	Kolb's Learning Wheel
5	Experiential Learning Cycle
	WEEK 2
6-7	Discuss Servant Leadership (Greenleaf)
8-9	Group Project Work Session
10	Discuss: What Does One Gain By Giving?
	WEEK 3
11	Groups Revise Maryland Service Requirement
12	Present Revisions to Class
13	Finish Work on Group Projects
14	Write: *The Person Who Did the Most for Me*
15	Discuss Writing Activity
	WEEK 4
16-18	Present Results of Group Projects
19	Reflections on Group Projects
20	Exam

Module 8: Experiential Learning

Session	Topic
	WEEK 1
1	Assign Project: *Visioning the Kennedy Community, Past, Present, and Future*
2	Divide Into Teams by Topics

3-5	Project
	WEEK 2
6-10	Project
	WEEK 3
11-15	Project
	WEEK 4
16	Project
17-18	Multimedia Presentation of "*Kennedy, Past, Present, and Future*"
19	Submit Written Component and Discuss How the Process Worked
20	Evaluations of Group Members (Self, Group, Teacher)

Final Project: The project will be the culmination of the year's work. The class will be divided into the following groups: 1) education, 2) health and welfare, 3) transportation, 4) demographics, 5) politics, 6) economics, and 7) history. The groups will gather information on the Kennedy school district from the past and the present. They will use all sources of information: written, visual, and oral. The material will be used to predict the future of the Kennedy area. After nine days of research, the students will be divided into production groups: 1) multimedia, 2) photography, and 3) writing and editing, to put together the final products. The students will be evaluated both on process as well as on product. The students will be evaluated by the instructor, by the group members, and by themselves. This project will put into effect all the various skills learned during the two-semester course, Foundations of Leadership.

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Youth Leadership in Action

Educational Level: High school
Department: Fanning Leadership Center
Format: For-credit
Stand Alone

INTRODUCTION

This course for high school students is unique because it offers the opportunity to develop leadership skills. The full-year social studies elective allows students to experience hands-on activities and interact in real-life leadership opportunities. The objectives are designed to build skills starting from within the individual, moving to group and team processes, and climaxing with community involvement.

OBJECTIVES

I. Knowledge
II. Skills
    - Location of information
    - Analysis of information
    - Evaluation of data
III. Attitudes and Values
    - Works democratically with others
    - Considers others' viewpoints
IV. Social Participation

FORMAT

There are varied learning methods—self-assessment instruments, popular videos, case studies, production of a play or forum, outside speaker resources, role-playing, journal keeping, and a visit to the state capitol during a legislative session.

COMPONENTS

The curriculum is segmented for 180 classroom days. Lessons are sequenced in three units.

UNIT I: ME
Students study self-concept, personal values, role expectations, factors affecting decision making, the impact of change, time and stress management, and personal goal setting. Motives for assuming leadership roles and ethical considerations are discussed.

UNIT II: YOU AND ME
Lessons cover the communication process, listening skills, and motivation. Written and spoken skills are strengthened as students gain interviewing skills; learn to organize; and write, deliver, and evaluate written and oral presentations.

UNIT III: ALL OF US
Concepts include diversity, prejudice, group formation, building trust, conducting meetings, and resolving conflict. Also included are exercises on creative thinking, visioning, effective group decisions, and knowing the community.

OUTLINE

Lesson	**Topic**
	UNIT I: ME
1	Understanding Self-Concept Goal: Understand positive and negative self-concepts and examine personal characteristics that contribute to them Objectives: • Explore positive and negative self-concepts • Distinguish between inherited and acquired characteristics Activity: Inherited versus Acquired Characteristics
2	How Self-Concept Develops Goal: Explore factors that affect the development of self-concept Objectives: • Consider how and why we think as we do • Analyze a self-test showing results of genetic inheritance, family life, and early training related to brain hemispheric dominance Activity: Brain-Preference Indicator Test
3	Who Am I? Goal: Investigate personal traits, skills, and interests Objectives: • List personal traits, skills, and interests • Find adjectives that describe me Activities: 1) My Traits, Skills, and Interests; 2) A Check on Myself
4	Identifying Social Motives Goal: Explore social motives Objective: Analyze preferences in situations involving others Activity: Identifying Social Motives: Eagles, Beavers, and Bunnies
5	Clarifying Personal Values Goal: Gain an understanding of personal values and their effect on personal behavior and choices Objectives: • Recognize personal values • Relate personal values to behaviors, choices, and relationships • Develop respect for individuals' differing values Activity: Values Opinionaire
6	Values in the School Goal: Gain a better understanding of personal values and how they develop Objectives: • Identify origin of personal values • Relate personal values to those of others • Discuss importance of values education
7	Values: A Pillar of Leadership Goal: Illustrate personal values Objectives: • Examine values as one Pillar of Leadership • Identify five top-priority personal values • Symbolize these five values in a coat of arms Activities: 1) Coat of Arms; 2) Modified Coat of Arms
8	Ethics Goal: Explore ethics as a guide toward personal behavior Objectives: • Discuss ethics and ethical behavior • Develop a personal code of ethics
9	Leadership Characteristics and Behaviors Goal: Examine the relationship between characteristics and behavior in the practice of leadership Objectives: • Discuss characteristics expected in a leader • Relate leadership behaviors to leadership characteristics Activity: Leadership Traits and Characteristics
10	Motivation and Needs Goal: Explore personal needs and wants and their role in our choices and behavior Objectives: • Distinguish between needs and wants • Identify personal needs and wants • Relate needs and wants to personal values and lifestyle

Activities: 1) Maslow's Hierarchy of Needs; 2) What Motivates Me?

11 Leadership
Goal: Become familiar with Stephen Covey's *Seven Habits of Highly Effective People*
Objective: Relate Covey's seven habits to personal habits
Activity: The Seven Habits of *Rudy*
Video: *Rudy*

12 Knowledge: A Pillar of Leadership
Goal: Gain knowledge of Athens, Georgia, as it was over seven decades ago
Objectives:
- Research the history of this city as it was in the 1920s
- Draw a map of this city as it was in the 1920s
- Interview residents of this city who lived here in the 1920s
- Tour early architectural structures of this city
- Invite speakers to relate history of this city as it was in the 1920s

Activities: 1) This City as It Was in the 1920s; 2) Interviewing Techniques

13 Assuming a Leadership Role
Goal: Recognize that different situations often require different leadership roles and understand that leaders must be flexible to study and fit the changing situations
Objectives:
- Complete the Leadership Practices Inventory (LPI)
- Discuss ways to lead at school, in the community, and later in society
- Examine five practices of leadership measured by the LPI
- Demonstrate an understanding of the actions leaders display when using the five practices of leadership measured by the LPI
- Discover the extent to which these five practices of leadership have already been personally acquired
- Identify specific actions to be taken to improve utilization of these five practices

Activities: 1) How Can I Both Serve and Lead? 2) Chart for Graphing Your Score; 3) Suggestions for Improving Your Leadership Practices

14 Taking a Stand on Issues
Goal: Respond to a variety of ethical issues
Objectives:
- Observe and participate in an activity that will force choices about issues
- Publicly demonstrate a stand on issues

15 Integrity: A Pillar of Leadership
Goal: Examine the concept of integrity
Objectives:
- Consider situations and problems in which high school students may become involved
- Practice making decisions when the integrity of one or more persons is at risk
- Make decisions with integrity being the major concern

Activity: Decisions Involving Integrity

16 What Is Decision Making?
Goal: Introduce the importance of decision making and the outcomes
Objectives:
- Introduce the process of individual decision making
- Explore the limitations of decision making
- Observe the relationships between decisions and outcomes

Activity: Decisions Faced by Students

17 How Leaders Make Decisions
Goal: Present an overview of the process of individual decision making
Objectives:
- Develop an understanding of seven phases of decision making
- Explore four strategies a leader can use in making decisions

Activity: Problems, Decisions, and Solutions

18 The Impact of Decisions
Goal: Compare and contrast the many consequences of decision making
Objectives:
- Identify the long-range and short-range impact of decisions
- Discuss the impact of outcomes of decisions on individuals

Activities: 1) Pressure Lines and Confident Comebacks; 2) Buying a Car

19 Overcoming Obstacles in Decision Making
Goal: Consider the types of resources necessary when obstacles have to be overcome and how resources can be located, created, or modified
Objectives:
- Understand the importance of community resource availability in overcoming obstacles when making decisions
- Practice the technique of using community resources in decision making

Activity: Breaking Down a Wall of Obstacles

20 Creativity: A Pillar of Leadership
Goal: Practice creative thinking by exploring the possibility of year-round education in this school
Objectives:
- Practice creative thinking
- Gather facts about year-round education
- Design a survey instrument
- Survey the student body regarding year-round education
- Present the survey results to the school newspaper for publication

Activities: 1) Name the Product; 2) Facts About Year-Round Education; 3) Designing a Survey Questionnaire

21 Portrait of a Leader
Goal: Identify national leaders in America
Objectives:
- Identify specific political leaders in national government
- Identify specific social leaders in national issues
- Identify financial political leaders in America
- Design a portrait of a leader

Activity: Collect Editorial Cartoons Depicting Leaders

22 Balancing Change and Control in Ourselves
Goal: Examine the relationship between change and control in our lives and seek ways to balance these often opposing forces
Objectives:
- Examine the rapid changes in the last ten years
- Question the extent to which the environment can be controlled
- Identify areas of daily life in which to achieve a sense of control

Activities: 1) Ten Years Ago; 2) If I Had My Life to Live Over Again

23 How Do I Spend My Time?
Goal: Evaluate current use of the most valuable resource—time
Objectives:
- Evaluate how I spend my time
- Evaluate how I would like to spend time
- Plan schedule changes that will make better use of time

Activities: 1) A Daily Time Log; 2) Where Does the Time Go? 3) How Do I Spend My Time and Live My Life?

24 Measuring Stress
Goal: Identify common stressors in students' lives and examine individual responses to stress
Objectives:
- Recognize warning signals of stress
- Recognize individual responses to stress (physical, emotional, mental)
- Evaluate when ordinary student stress becomes too much stress
- Recognize when it is time to intervene in our own or others' "stressed-out lives"

Activity: Stress Test

25 Stress Management Skills
Goal: Practice effective personal stress management skills
Objectives:
- Identify appropriate stress management skills and techniques
- Select an effective stress management technique for coping with individual stress
- Implement a stress management routine

Activity: It Works for Me

26 Personal Goal Setting
Goal: Develop awareness of the role and purpose of goal setting and its relationship to other aspects of personal and leadership development
Objectives:
- Define goals
- Explore the importance of personal goal setting
- Distinguish between short-term and long-term goals
- Identify steps of goal evaluation

Activities: 1) Goals: Short-term or Long-term? 2) Goal Evaluation Categories; 3) Goal Checklist; 4) Practicing Goal Setting

27 My Life, My Goals
Goal: Develop awareness of goal setting in relation to personal leadership
Objectives:
- Recognize factors that affect personal goal setting
- Identify criteria for effective personal goals
- Set and review effective personal goals related to leadership

Activity: My Life, My Goals

28 Leader for a Day
Goal: Participate in a community leader's day by "shadowing" him or her at work
Objectives:
- Plan a day in which a community leader will be "shadowed"
- Participate in the day's activities with a chosen community leader

Activities: 1) Sample Letter to Community Leaders; 2) Tips for First Meeting with Local Leader

29 Social Motives in Community Leadership
Goal: Investigate individual motives for undertaking the challenge of leadership
Objectives:
- Identify social motives for leadership
- Identify personal social motives for leadership

Activity: Social Motives for Leadership

UNIT II: YOU AND ME

30 What is Communication?
Goal: Explore how individuals relate to each other through the process of communication
Objectives:
- Define communication
- Identify the purposes of communication
- Recognize communication as a critical skill for personal and leadership development

31 Meanings of Words and Symbols
Goal: Understand how we attach meaning to words or symbols to represent the ideas we are trying to communicate
Objective: Recognize the ways in which people attach meaning to words or symbols
Activity: Businesses Need Meaningful Names

32 My Best Communication Style
Goal: Examine personal communication styles
Objectives:
- Identify one's own communication style(s)
- Compare and contrast communication styles
- Explore advantages among the different communication styles

33 Expressing My Communication Styles
Goal: Assess individual communication styles
Objectives:
- Compare the four different communication styles
- Practice identification of communication styles

Activity: My BEST—Communication Style Descriptions

34 Ways We Communicate
Goal: Examine four modes of communication
Objectives:
- Practice four modes of communication
- Discuss the importance of and dynamics of the four modes of communication

Activity: What Are You Really Saying?

35 Improving Spoken Communication
Goal: Become familiar with techniques for improving spoken communication
Objectives:
- Recognize that leaders need excellent spoken communication skills
- Practice improving spoken communication

Activities: 1) Enunciation Practice Number One; 2) Enunciation Practice Number Two; 3) Some Tips to Improve Spoken Communication

36 Active Listening
Goal: Understand, develop, and practice listening skills
Objectives:
- Identify the five steps of the listening process
- Practice being a better listener

Activities: 1) Five Steps of Listening; 2) Four Types of Listening; 3) Tips for Better Listening

37 Are You Listening?
Goal: Observe and react to demonstration of listening skills
Objectives:
- Perform an active listening skit
- Listen and respond to specific questions about a skit
- Identify ways to become a better listener

38 Listening: A Pillar of Leadership
Goal: Observe and identify specific speaking and listening skills in professional actors/actresses
Objectives:
- Identify ten positive, effective speaking skills in a video
- Identify ten positive, effective listening skills in a video

Activity: Speaking and Listening Score Sheet

39 Develop Effective Writing Skills
Goal: Understand the importance of good writing skills for community leaders
Objectives:
- Recognize the ways in which writing is a necessary skill in the practice of leadership
- Provide opportunities for practice of writing skills

Activities: 1) Sample Entries from "It Was a Dark and Stormy Night . . ."; 2) Advice to Writers from the Experts

40 Basic Organizational Writing Techniques
Goal: Understand basic organizational writing techniques that enable leaders to communicate more effectively
Objectives:
- Understand the importance of a leader's ability to write clearly
- Recognize the permanence of the written word
- Review basic guidelines for writers
- Practice the three-part organizational system for writer-leaders

Activities: 1) Basic Three-Step Organization for Writing; 2) Tips for Writers

41 Motivation: A Pillar of Leadership
Goal: Identify positive motivation that would be considered appropriate for leaders to use in school
Objective: Select specific motivational topics that are new to the class or school
Activity: Suggestions for School Projects

42 Developing a Short Written Speech
Goal: Develop and write a three-minute speech
Objectives:
- Write a three-minute speech
- Edit this written speech

Activities: 1) Topics for a Three-Minute Written Speech; 2) Proofreading Tips; 3) First Speech Evaluation

43 Presenting a Short Speech
Goal: Present orally a written speech and evaluate the speeches of others
Objectives:
- Orally present a three-minute written speech
- Evaluate other students' three-minute oral presentations

44 Basic Skills for Effective Speaking
Goal: Acquire basic skills to use in effective public speaking
Objectives:
- Acquire practical knowledge for "putting your best foot forward"
- Receive evaluation feedback for self-improvement

Activities: 1) Tips for Effective Delivery; 2) Give Them Maps and Road Signs; 3) Public Speaking Do's and Don'ts

45 More Skills for Effective Speaking
Goal: Increase knowledge of making and evaluating public presentations
Objectives:
- Analyze additional suggestions for making a quality presentation
- Review evaluation form to be used for speakers

Activities: 1) Two-Minute Topics; 2) Public Speaking Evaluation

46 Preparing a Five-Minute Speech
Goal: Prepare a written five-minute speech
Objectives:
- Gather information on a chosen topic, using resources in the media center
- Prepare a rough draft and final copy of the written speech
- Transfer notes to index cards for use in presentation
- Prepare a visual aid

Activity: Guide for Speech Presentation

47 Making a Five-Minute Speech
Goal: Effectively deliver a five-minute speech and evaluate others who do so
Objectives:
- Speak for five minutes from a written presentation
- Evaluate others who speak for five minutes from a written presentation

48 Dealing with Peer Pressure
Goal: Learn appropriate responses to peer pressure
Objectives:
- Practice responses to casual peer pressure
- Practice responses to serious peer pressure

Activities: 1) Do's and Don'ts for Peer Helpers; 2) Easy to Difficult Responses

49 Peer Pressure and Assertive Rights
Goal: Become knowledgeable about the Bill of Assertive Rights
Objective: Identify ways to resist peer pressure by learning to say "no"
Activities: 1) The Bill of Assertive Rights; 2) Ways to Say No Assertively

UNIT III: ALL OF US

50 Appreciating Diversity
Goal: Explore and examine diversity
Objective: Identify differences in people
Activities: 1) Color Me; 2) Choosing What I Like

51 Strength in Diversity
Goal: Analyze diversity for its strengths
Objectives:
- View the obstacles of one high school boy
- Consider the benefits of diversity in high school
- Create a story about the benefits of cultural diversity

Activity: Cultural Diversity
Video: *The Birth of a Legend*

52 Respecting Cultural Diversity
Goal: Respect different cultures
Objectives:
- Identify differences in people
- Discuss understanding of cultural differences in people
- Respect differences in people

Activity: Cultural Collision Experience
Guest speaker

53 Prejudice
Goal: Study events of the civil rights movement
Objectives:
- Define racial prejudice and its impact on individuals
- Examine the spreading nature of prejudice
- Discuss examples of the delicate and elusive nature of prejudice

Activities: 1) A Case of Car Trouble; 2) Anyone with Eyes Can See the Facts
Guest speaker

54 Discrimination
Goal: Examine incidents that took place during the nonviolent demonstrations for racial integration
Objectives:
- Review historical events of the late 1950s and early 1960s regarding Alabama's nonviolent demonstrations for racial integration
- Examine individuals' reactions to events during the nonviolent demonstrations
- Review Martin Luther King, Jr.'s entry into the racial conflicts in Alabama

Video: *Eyes on the Prize*
Guest speaker

55 Understanding "Isms"
Goal: Explore behaviors that cause isms
Objectives:
- Examine personal isms
- Identify common isms near me
- Examine institutional isms

Activity: Common Isfms
Guest speaker

56 Isms, Stereotypes, and Bias
Goal: Explore behaviors that contribute to isms
Objectives: Examine television programs for stereotypes (male, female, age)
Activities: 1) Identifying Television Isms; 2) Identifying Commercial Isms
Guest speaker

57 Identifying Stereotypes and Bias
Goal: Explore stereotypes in our environment
Objectives:
- Examine generally held stereotypes
- Identify commonly held stereotypes

Guest speaker

58 Hope: A Pillar of Leadership
Goal: Define a hope that is becoming a reality and communicate that hope to another person
Objectives:
- Identify one community hope that has started its development into reality
- Identify someone who will benefit from that hope becoming a reality
- Communicate that hope to that identified person who will benefit from that hope becoming a reality

Activity: *Letter from a Birmingham Jail*

59 The Ability to Articulate the Heartfelt Concerns of People: A Pillar of Leadership
Goal: Express in visual form a concern for something that needs attention
Objectives:
- Identify ways to know and articulate the heartfelt concerns of others
- Create a poster showing a concern for someone or something in the community, state, U.S., or world

Video: *Indian in the Cupboard*

60 Abraham Lincoln's *Gettysburg Address*
Goal: Examine a classic speech and identify how the author brings people together to focus on what they have in common, not their differences
Objectives:
- Examine Lincoln's *Gettysburg Address*
- Compare the challenges Abraham Lincoln faced with those of today's leaders speaking for their organizations

Activity: Abraham Lincoln's *Gettysburg Address*

61 Stages of Group Formation
Goal: Examine the stages of group formation and understand why groups/teams are important
Objectives:
- Identify the five stages of group formation
- Examine the differences in behavior of members at each level of group formation

Activity: Stages of Group Formation

62 Task versus Maintenance Functioning
Goal: Clarify and understand different functions of groups
Objectives:
- Distinguish between task and maintenance functions
- Analyze a group in action

Activity: Creating a Club Flier

63 Member Roles
Goal: Recall the BEST communication style and determine how that will affect the role played in a group/team
Objectives:
- Identify roles available to group members

- Practice functioning in a chosen role to accomplish a task

Activity: Toys R Us or Them

64 Followership
Goal: Create an awareness of the importance of skilled, committed followers as an important part of successful leadership
Objectives:
- Recognize the importance of followers' roles in group situations
- Develop skills for effective followership

Activities: 1) Follower or Leader? 2) What Kind of Follower?

65 Building Trust in Groups
Goal: Create a level of comfort in which members of the group can trust the physical support of the group
Objectives:
- Experience trust when depending on another member of the group for physical safety
- Experience freedom to speak of trusting the group and feel their acceptance

Activity: Outdoor Obstacle Course

66 Conducting Meetings
Goal: Become aware of skills that aid in conducting effective meetings
Objectives:
- Define a meeting
- Examine the purposes for convening meetings
- Discuss why some meetings fail
- Examine a sample agenda

Activities: 1) Ten Skills for Leading Meetings; 2) Why Meetings Fail; 3) Outline for Planning a Meeting; 4) Attend a Public Meeting

67 Improving Your Meetings
Goal: Practice the skills that aid in conducting effective meetings
Objectives:
- Identify the ski[illegible]n planning a meeting
- Examine the duties and responsibilities of the chairperson and recorder/secretary

Activities: 1) Duties and Responsibilities of the Chairperson and Recorder/Secretary; 2) Guidelines for Conducting a Meeting; 3) Parliamentary Procedures at a Glance

68 Conflict Between Group/Team Members
Goal: Examine the conflict in groups/teams and identify the peaceful resolutions some have reached
Objectives:
- Identify conflicts that have been reported by printed media
- Compare and contrast causes of the conflicts
- Identify whether conflict is within or between groups/teams

69 Responding to Conflict
Goal: Explore personal feelings and values about conflict
Objectives:
- React to statements that cause different levels of agreement or disagreement
- Discuss ways of dealing with personal conflicts

70 Group Problem Solving and Decision Making
Goal: Emphasize the importance and practice of group problem solving and decision making
Objectives:
- Apply steps in the decision-making process to group decision making
- Acknowledge differences in interests, needs, and motivations of individual members that affect decision making
- Practice group problem solving

Activity: Sherlock Team Building—Part A and Part B

71 Creative Thinking and Brainstorming
Goal: Increase member participation and idea generation through the brainstorming process
Objective: Practice creative thinking by seeking alternatives during decision making
Activity: Brainstorming

72 Making Effective Group Decisions
Goal: Identify methods for making effective decisions
Objectives:
- Recognize the effect of the decision-making process on the quality of a group's decision
- Practice making a group decision

Activity: Kidney Machine: Group Decision Making

73 Vision: A Pillar of Leadership
Goal: Envision an ideal high school community
Objectives:
- Visualize an ideal school community in the year 2010
- Identify ways to make that vision a reality

Activity: Trip in a Hot Air Balloon

74 Turning Visions into Goals
Goal: Portray an ideal 2010 school
Objective: Turn the hot-air-balloon ride visions into a graphic portrayal
Activity: Building the 2010 school

75 Vision, Goals, Reality
Goal: Display and explain portrayal of ideal 2010 school and communicate that vision to others
Objectives:
- Communicate the drawing's concept to other students
- Compete with other groups for best ideas for an ideal high school community

76-77 Getting to Know and Understand My Community/Experts Sharing Community Information
Goal: Form a panel of guest speakers to come at the same time to acquaint the class with the community and its services
Objectives:
- Identify some of the business, industry, government, and service providers in the community
- Invite guest speakers for a panel discussion of community information and resources

78 Community I.Q.
Goal: Learn about the community
Objectives:
- Provide opportunities to use various demographic reference sources, including databases
- Explore the many aspects of the local community

Optional Activity: County/Community I.Q.

79 Visiting the Community
Goal: Become personally acquainted with the local community
Objectives:
- Identify local businesses, industries, government agencies, and service providers to visit
- Visit specific businesses, industries, government agencies, and/or service providers

80 Conducting a Community Services Assessment
Goal: Provide an opportunity to conduct a community services assessment and identify community issues and concerns by interviewing formal and informal leaders
Objectives:
- Conduct a community services assessment
- Identify community issues and concerns
- Develop interest in community affairs

Activities: 1) Suggested Questions for Community Leaders; 2) Conduct Interviews with Local Residents

81 Fund-Raising for Community Projects
Goal: Identify and locate potential project funding sources; develop skill in proposal development and fund-raising
Objectives:
- Identify potential funding sources
- Become familiar with fund-raising ideas

Activities: 1) County Recreation Complex; 2) What Duties, Whose Responsibility?

82 Choosing a Community Project
Goal: Choose a community project
Objectives:
- Identify several community projects and select one that will be planned and implemented in the community
- Locate resources/people who will help plan and implement the community project

Activity: Community Project Outline

83 Leadership in a Community Context
Goal: Discuss the concept of community
Objectives:
- Define community
- Develop a perspective of the many communities in which students are members

84 Community Survival
Goal: Highlight some requirements of communities and roles leaders play in community affairs
Objectives:
- Recognize requirements for community survival
- Analyze the diverse roles students/citizens can play in creating a dynamic community

Activity: Ingredients of a Dynamic Community

85 Opportunities for Community Leadership
Goal: Examine community service programs for which young people volunteer
Objectives:
- Identify community service needs for youth leadership
- Discuss areas in which youth can demonstrate leadership skills as community service volunteers

Activity: Youth Volunteer Involvement

86 Youth Volunteers in Action
Goal: Identify volunteer activities in which youth have participated
Objectives:
- Locate on a map volunteer sites for the past week
- Analyze similarities and differences in volunteer activities in which students have been engaged

87 Resolving Issues Through Collaboration
Goal: Identify and practice skills of collaboration

Objectives:
- Identify leadership skills focused on cooperation and collaboration
- Identify barriers to cooperation and collaboration
- Practice skills necessary for cooperation and collaboration

Activities: 1) Collaboration Skills; 2) NASA Crew Rendezvous

88 Motivation in Community Leadership
Goal: Identify and practice positive leadership motivational skills
Objectives:
- Understand motivation
- Reach agreement on "what teens need"

Activity: What Teens Need

89 How to Influence Community Problem Solving
Goal: Become familiar with different sources of influence in the community and how to access those resources to positively affect problem solving
Objectives:
- Identify local influences in community problem solving
- Compare and contrast influences of the community in solving problems

Activity: The Curfew Project

90 National Issues Forums
Goal: Become familiar with government policy/decision-making bodies through National Issues Forums (NIF) activities
Objectives:
- Survey different types of government policy/decision-making bodies
- Attend government policy/decision-making bodies as observers
- Use NIF and deliberation techniques in discussing critical community issues
- Write local and federal elected representatives about a critical community issue

Activities:
- Kids Who Commit Crimes—From Public Opinion to Public Judgment
- Kids Who Commit Crimes—Facts are Tools
- Kids Who Commit Crimes—What Should Be Done about Juvenile Violence?
- Kids Who Commit Crimes—Reviewing Choice Work Progress

Video: *Kids Who Commit Crimes: What Should Be Done about Juvenile Violence?*

91 Affirmative Action: National Minority Percentages
Goal: Deliberate the issue of affirmative action
Objectives:
- Examine the issue: How can we be fair?
- Identify affirmative action policies and discuss their future
- Analyze choices and deliberate options about affirmative action

Activity: Who Does What?
Video: *How Can We Be Fair? The Future of Affirmative Action*

92 Affirmative Action: Understanding the Opposition
Goal: Understanding the opposition in controversial issues
Objectives:
- Separate the issues into different perspectives
- Speak about the opposition's perspective with understanding

Activity: Walk a Mile in Another Person's Shoes

93 Affirmative Action: What Is Most Valuable?
Goal: Integrate personal values with community values for deciding affirmative action issues
Objectives:
- Examine personal values and the issues
- Examine community values and the issues
- Decide on a mutually beneficial (shared) perspective for issues

Activity: What Is Most Valuable? What Do We Share?

94 Affirmative Action: A Local or National Issue?
Goal: Investigate age and gender differences in affirmative action issues
Objectives:
- Interview both males and females in three age brackets (under 35, 36-50, 51 and over) for opinions about local hiring practices related to affirmative action
- Compare opinions of males and females interviewed about local hiring practices related to affirmative action
- Compare opinions of different age brackets about local hiring practices related to affirmative action

Activity: Affirmative Action: A Local or National Issue?

95 Affirmative Action and the Supreme Court
Goal: Explore the advantages and disadvantages of federal guidelines for affirmative action
Objectives:
- Discuss student attitudes in general toward affirmative action

- Discuss varying attitudes toward affirmative action issues in a hypothetical company

Activity: Deciding What Is Fair in Affirmative Action

96 The Troubled American Family: Comparing Your Community to the Nation

Goal: Compare parent living/working arrangements in the community to national statistics

Objectives:

- Identify county statistics related to family living/working conditions
- Review personal descriptions of living arrangements
- Increase vocabulary with Family Values Crossword Puzzle

Activities: 1) Community I.Q.; 2) Words—Words—Words

Video: *The Troubled American Family: Which Way Out of the Storm?*

97 The Troubled American Family: Values in the Media

Goal: Analyze TV entertainment for basic family values shaped by the media

Objectives:

- Choose current TV entertainment programs and music listened to by young people
- Analyze the TV programs and music for presence of basic family values
- Compare media's messages that conflict with basic family values

98 Trade-offs: Part of Everyday Life

Goal: Survey student and adult trade-offs of family values

Objectives:

- Examine trade-off questions involving family values
- Survey students and adults using these trade-off questions
- Examine the conflicts apparent in difficult trade-off decisions

Activity: Trade-offs: Part of Everyday Life

99 What Values Represent Common Ground for Americans?

Goal: Define common ground American values held by the class

Objectives:

- List values that are important for all Americans to have
- Discuss the importance of Americans reaching common ground on some values

100 Role of Media in Public/Community Affairs

Goal: Introduce the role of media in public affairs and community leadership

Objectives:

- Identify various forms of media
- Recognize ways in which media can be used by community leaders to reach goals
- Develop a media strategy
- Practice skills in developing various media tools

Activities: 1) How to Work with the Media (five pages); 2) Tour Local Media Facility

101 Sharing: A Pillar of Leadership

Goal: Consider self-actualization as a way of sharing

Objectives:

- Imagine an opportunity to share with the community
- Imagine specific accomplishments made through sharing

Activity: I Choose to Share

* * *

Vantage Point Campus (Adams #12 School District, Colorado)

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Leadership 101: Developing Your Leadership Skills

Educational Level: High school
Sponsor: Vantage Point Campus (Alternative School)
Format: For-credit
Stand Alone

INTRODUCTION

Leadership 101 is a curriculum designed to be taught at the high school level. This curriculum, however, incorporates a significant amount of college-level materials and concepts. It can therefore be modified to use early in a college leadership development program. Leadership 101 is specifically designed to establish a foundation for leadership education programs for students.

DESCRIPTION

This curriculum has been designed with a broad-based perspective of leadership in mind. The target population is resilient ("at-risk") teenagers. Students are nominated by peers or teachers/staff to participate in the class. It is offered as an elective credit toward graduation. In addition to affective components, students have significant academic responsibilities as they explore, practice, and understand their own philosophy of leadership within the school and community settings. Students may also elect to take a higher level course following successful completion of Leadership 101. This higher level course is designed to put "words and skills into action," with the leadership focus shifting each quarter.

OBJECTIVES

- Provide a basic understanding of leadership concepts, theories, and group dynamics.
- Assist you in developing a personal philosophy of leadership.
- Determine an awareness of one's own ability and style of leadership.
- Provide the opportunity to develop essential leadership skills through study, discussion, and observation.

REQUIREMENTS AND EVALUATION

Reflection Papers—15 points each

There will be one or two reflection papers due each week. The reflection questions are in the workbook. The papers should be one full page. There are some class topics for which reflections will not be assigned.

Organizational Observation—50 points

Select and attend a meeting of an organization with which you are not familiar. Observe the group dynamics, the leader's style, and the outcome of the meeting. Write a one- to two-page observation paper identifying the strengths of the organization, the challenges (observed), and offer suggestions for improvements.

Leader Research Paper—125 points

Select a biography or autobiography and write a three- to five-page paper summarizing the person's style of leadership and reflecting on the leader's impact on society. You should describe the circumstances that have impacted this person to make them who they are and highlight both the positive and negative aspects in their styles. Be certain to identify what profession or field in which this person has the greatest leadership influence. Include your references in the paper.

Exams—100 points

There are two exams—a midterm and a final. These will give you the opportunity to synthesize ideas or philosophies regarding leadership.

Participation—10 points daily

Measurement and evaluation is conducted quarterly after students have completed the class. Academic standards are measured by class projects, exams, and participatory leadership both within the class and as demonstrated within the school community.

OUTLINE

Session	Topic
1	Introduction and Defining Leadership
2	Qualities of Leadership/Good Leader The ten qualities of leadership What makes a good leader
3	Leadership Practices Inventory (LPI)
4	Theory—Power—Influence/Authority McGregor's theory X and theory Y Power, authority versus influence, reflection
5	Communication Communication and reflection
6	Consensus Reflection
7	Ethical Decision Making Ethical decision making and reflection
8	Team Building Team building and reflection
9	Gender Differences in Leadership Styles Gender differences in leadership styles and reflection
10	Leadership and Tolerance Leadership and tolerance, awareness stretch, notes on awareness stretch, and reflection
11	Motivation Motivation and reflection
12	Risk Taking and Decision Making Risk taking and decision making and reflection
13	Creative Thinking

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COCURRICULAR PROGRAMS – GRADUATE

Cocurricular programs are most popular among undergraduate students, but these examples illustrate how graduate students may learn from experience outside of the classroom, too.

CONTENTS

SAINT LOUIS UNIVERSITY 340
Business Leadership: The Mercantile Program for Women
A program that helps students to develop as critically reflective and socially responsible persons capable of exercising leadership.

UNIVERSITY OF CALIFORNIA–DAVIS 341
Student Leadership Development Program: The Seminar Series
A program that instills leadership skills in students through a series of meaningful workshops.

UNIVERSITY OF CALIFORNIA–DAVIS 345
Student Leadership Development Program: The Activity Series
A program that instills leadership skills in students through a series of challenges and activities.

Saint Louis University

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Business Leadership: The Mercantile Program for Women

Educational Level: Graduate, Professional
Department: Business
Format: Not-for-credit
Part of: MBA

DESCRIPTION

Funded by the Mercantile Foundation, the program is in keeping with Saint Louis University's philosophy of helping students develop as critically reflective and socially responsible persons capable of exercising leadership. The program is designed to develop women as effective leaders and overcome barriers that may preclude promotion into the executive ranks. Additionally, the program provides a forum in which students grow in the understanding of themselves as leaders by learning from the perspectives of others, self-reflection, and knowledge and skill development.

OBJECTIVES

- To develop individual action plans to be more effective leaders.
- To conduct in-depth self-analysis through the use of analytical instruments.
- To enhance interpersonal and leadership skills through reflection, discussion, observation, experimentation, and feedback.
- To expose the student to challenging leadership situations and to observe her behavior and the behavior of others under simulated leadership conditions.
- To acquaint the student with leadership literature external to the field of education.
- To review traditional leadership conceptions and their inherent strengths and weaknesses.
- To explore new theories and innovations in leadership.
- To expose students to some of the tools and techniques used by those who professionally train managers to carry out leadership responsibilities.

FORMAT

The program offers a variety of experiential learning opportunities through the use of academic as well as professional training consultants. Ongoing assessments of leadership skills and personal characteristics help identify one's own leadership potential, style, and effectiveness. To expand the scope of the program, as well as respond to requests from women who cannot make such a time commitment, the program offers seminars to women managers who wish to enhance their leadership skills.

TEXTS

Fisher, R., & Ury, W. (1991). *Getting to yes: Negotiating agreement without giving in.* New York: Penguin Books.

Morrison, A. M., White, R. P., & Van Velsor, E. (1992). *Breaking the glass ceiling—Can women reach the top of America's largest corporations?* Reading, MA: Addison-Wesley.

Tannen, D. (1994). *Talking from 9 to 5. Women and men in the workplace: Language, sex, and power.* New York: Avon Books.

REQUIREMENTS

Class Participation
Active participation is required, i.e., attending classes, asking/answering questions during discussion, contributing in small-group exercises. Leadership is a team effort; everyone contributes.

Student Self-Evaluation and Feedback Questionnaires
Students, their employers, co-workers, and colleagues are encouraged to complete leadership questionnaires for each program participant. Questionnaires provide a basis on which to continue building and strengthening leadership skills, as well as helping to identify one's own leadership potential, style, and effectiveness.

Year-End Class Presentation and Paper
Participants are required to complete research on three women leaders and organize this research in a 15-minute in-class presentation using Microsoft PowerPoint. Subject to student status, a written report on three women leaders may couple the in-class presentation.

OUTLINE

Session	Topic
1	Introduction to Leadership Issues
	Team activity
2	Glass Ceiling Issues
	Leadership Issues and Challenges for Women

3	Feedback on Personal Assessment
	Personal Vision, Planning, and Goal Setting
4	Leadership Styles
5	Organizational Communication
	Gender Issues in Communication
6	Presentation Effectiveness
7	Gender Issues of Power and Politics in the Organization
8	360-Degree Feedback
	Personal-Development Planning
9	Self-Management
10	Negotiation and Conflict Management
11	Leader's Role in Organizational Change
12	Role of Creativity/Innovation in Leadership
13	Problem Solving in the Team Context
14	Ethical Dimensions of Decision Making
15	Derailment and Leadership Versatility
16	Critique of Traditional Models of Leadership
	Begin project presentations
17	Complete Presentations
18	Feedback and Personal Planning

* * *

University of California–Davis

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Student Leadership Development Program: The Seminar Series

Educational Level: Undergraduate and graduate
Department: Student Programs and Activities Center
Format: Workshops
Stand Alone

OBJECTIVES

- Students will learn the value of campus and community involvement and develop an ethic of service.
- Students will develop a personal philosophy and set of operating principles based on an ethic of fairness, integrity, responsibility to self and others, and personal accountability.
- Students will develop demonstrable competencies in support of and related to their futures. These competencies include: oral and written communication, empathy, persuasion, and listening; appropriate means of conflict resolution and decision making; and skills related to effective membership in groups and teams, including collaboration, compromise, and consensus building.
- Students will reflect upon their personal talents through appropriate training, coaching, and mentoring; actual workplace experiences on and off campus; and formal opportunities for self-assessment and purposeful feedback.
- Students will develop organizational and situational acumen, as well as learn strategies to manage and effect change.
- Students will develop an appreciation for the complexities and richness afforded by pluralism along with the capacity to understand and respect the differences and commonalities brought by all members of the university community, the state, the nation, and the world at large.

SPECIAL CERTIFICATE OF COMPLETION

A certificate of completion for the Student Leadership Development Program will be awarded to students who accomplish the following:

- Completion of 20 seminars (equivalent to 40 contact hours). These seminars will normally be completed over the course of several quarters or years. To qualify for credit for attendance, students must stay for the entire seminar.
- Of the required 20 seminars, students must attend a minimum of two workshops (four contact hours) in each of the three focus areas: Organizations and Community, Individual Development, and Diversity.
- Students must demonstrate completion of an approved internship or evidence of another significant leadership role in a paid or unpaid work experience either on or off campus. Please describe this experience in a two-page paper. After completing an internship, submit a copy of your academic transcript (if you have completed an internship) or the two-page paper to the coordinator of the Student Leadership Development Program.

This certificate can be listed as an achievement on your resume and can also be presented to potential employers.

LEADERSHIP TRANSCRIPT

Your Leadership Transcript contains all of the seminars you have attended and includes a description of each seminar. Students may obtain a Leadership Transcript even if they have not completed the requirements of a certificate. This transcript can serve as a useful supplement to your resume.

WORKSHOPS

ORGANIZATIONAL UNDERSTANDING

How to Set Goals
For a variety of reasons, most of us are fearful of setting goals. This workshop will focus on how to set goals, the "whys" of setting goals, and how to evaluate progress toward goals. Learn some of the tools the best athletes in the world use to help set their goals.

Learn to Manage Stress
Participants will learn what stress is, its relation to the immune system, where it comes from, and, most importantly, what to do about it.

Managing Change in Stressful Times
Change is inherent in corporate and personal life. Its factors are reshaping our world and the way we live. This workshop will provide a model with strategies and tactics for implementing change and a process for how to react effectively to change.

You, Yes, You Inc.: Creating Your Careers
According to recent estimates, you will change careers 8 to 15 times during your working life. There is no longer any such thing as lifetime employment or loyalty to a single organization. You must lead your own mini-organization and navigate that organization through the turbulence of ever-increasing rates of change. Join us for an interactive session of discovery. Explore the implications, and create your vision of how to thrive in the next millennium.

Leadership on a Fast Track: Practical Approaches to Leading with a Fast-Paced Calendar
Participants will learn how to conquer the hustle associated with being a leader. Discussion will focus on how being practical can be both effective and efficient when confronted with a fast-paced business and community calendar. Participants will examine issues such as time management, setting priorities, recognizing the need for team building and delegation, parenting and leading, and "time means money, stress, and also rest and relaxation."

Look Smart: Finding a Job on the World Wide Web
Leaders understand that information equals power. In this workshop, participants will be introduced to the World Wide Web and gain hands-on navigation experience with a web browser. Learn how to conduct research; find the latest searchable job databases; post an electronic resume; and fish for new sites using search engines like Yahoo. Beginners Welcome.

How to Put Your Best Foot and Fork Forward
By one estimate, 30% of all candidates lose out on job offers and promotions because of avoidable business etiquette mistakes or poor organizational skills. Moreover, professionals who project a more positive business image earn about 12% more annually. In this workshop, participants will learn useful tools for competing more confidently in business, including: 1) how to project a more professional image, dress for success, and tips on business dining; 2) how to avoid the 20 most commonly made business etiquette mistakes; and 3) the secrets of successful job interviewing.

Strategies for Success in the Classroom and Beyond
You will perform better in school and accomplish more in life if you consistently employ proven strategies for success. Learn essential techniques with which to step ahead of the competition, including time management, mnemonic techniques, effective study habits, and goal setting.

The Art of Commitment and the Science of Change: Surviving Turbulent Times
Chances are you belong to or you will work in an organization in transition. Managers and employees now need to move beyond "business as usual" to take responsibility for implementing change. Prepare yourself for moving from the danger of denial to the opportunity of commitment. In this workshop, you will learn: 1) the drivers of change, 2) four continuously repeating stages of change, 3) the critical skills to be a change leader, 4) four qualities of individuals and organizations who prosper during change, and 5) skills needed to minimize resistance and get commitment for change.

APPRECIATION OF DIFFERENCES

Are We Playing with Diversity?
In this high-energy, interactive workshop, participants will focus on the cross-cultural skills needed in today's diverse workplace. You will play the Diversophy™ game as a way of learning about yourself and others and practice the behaviors that facilitate working skillfully with differences.

Unlearning Racism
Where and how do we receive misinformation about people? What cues do we use to stereotype people who are different from ourselves? How do our actions and reactions lead others to feel marginalized and discriminated against? In this workshop, we will explore ways in which our behaviors convey subtle and overt messages about our feelings toward others when we do not have any contrasting information to balance the generalizations and stereotypes.

Tools for Dismantling Oppression, Part II
This workshop is a continuation of "Dismantling Oppression: Where Do I Come In?" Only students who have

attended Part I may attend. Learn and practice techniques to interrupt "isms" and cross the boundaries of difference.

Mickey and Minnie as Blackface Minstrel Theater: The Power of Images in American Popular Culture
Warning: Contemporary images of blackface theater may be damaging to your psyche. Learn about images used to elevate the personal and social identity of the dominant culture as it attempts to spoil the identity of the dominated caste. Who are the nephews of Mickey and Minnie? Learn how to recognize the slur in contemporary visual images. With help from the presenter, participants will team up during the second half of the workshop to discuss strategies for analyzing and dealing with social codes of privilege, bias, and oppression.

Managing Diversity
Given the increasingly diverse workforce, managers need to adopt their styles to this reality. Diversity brings enrichment and new resources to the workplace while simultaneously introducing extraneous factors that can amplify normal misunderstanding and miscommunication. How can managers maximize workers' assets and minimize potential pitfalls?

The Color of Fear
This film is about the pain and anguish that racism has caused in the lives of eight North American men of Asian, European, Latino, and African descent. One by one, the men reveal the pain and scars that racism has caused, the defense mechanisms they use to survive, their fear of each other, and their hopes and visions for a multicultural society. Out of these confrontations and struggles toward understanding and trust emerges an emotional and insightful portrayal into the type of dialogue most of us fear, but hope will happen sometime in our lifetime. A facilitated discussion will follow the screening of this film.

Leadership Skills for Women of Color
Every leader needs to develop a repertoire of essential skills to be effective in empowering others. In this workshop, participants will learn to identify the characteristics of powerful leaders and how to develop and nurture these qualities in ourselves. Strategies for creating an environment where others can thrive will also be offered. This workshop will be customized to address the unique challenges that women of color face in the world of work.

PERSONAL INTEGRITY

Your Integrity Quotient: The Other and More Important IQ
A recent survey finds that global business leaders rate integrity as the number one attribute in a list of more than 30 personal characteristics, skills, and qualifications. In fact, integrity is deemed more important than intelligence and experience. This workshop will focus on why integrity is an important personal attribute, regardless of one's chosen career. Through discussion and experiential activities, participants will gain insights on factors that guide ethical choices, the consequences of unethical behavior, how to decide tough ethical questions, and how to deal with the unethical behavior of others.

Paper, Rock, Scissors: Ethical Decision Making
How do you currently make decisions and determinations? In this interactive workshop, you will play a simultaneous game that will help you in this process. Learn about the components of and steps involved in ethical decision making and how this process can work for you.

AN ETHIC OF SERVICE

Community Service: A Necessary Ingredient for Leadership
What motivates the 92 million Americans who do volunteer work? How does the networking that results from volunteering enhance your ability to assert leadership on campus, in the community, or at work? What are the rewards and benefits of service to others? You know what happens from 9-5. Now learn about life from 5-9.

Styles of Leadership
Participants will explore different styles of leadership and the core values that are reflected in those styles. Both workshop presenters have served in leadership positions in a variety of nonprofit and governmental organizations at the local, regional, and state levels.

Bringing Noble Goals into Action
How can we bring our highest ideals into action in our lives? How can we step out of our habitual patterns, co-create a better future, and be of service in the world? We will explore these questions and look at what it means for each of us to open our hearts, create a life of purpose and discovery, and develop strategies and accomplishments from the inside out. Come explore your own goals and experience how working with others can bring them into action.

EFFECTIVE COMMUNICATION SKILLS

How to Build and Lead Effective Teams
Participants will learn about leading and developing effective teams. The emphasis will be on team building within volunteer organizations. Time will also be devoted to issues specific to your organizations.

Communicating with Confidence
Do you sometimes think of the perfect response to the situation hours later? Do you ever clam up in a classroom setting? Do you react inappropriately when conflict arises? In this workshop, you will learn assertiveness skills that will help you speak up in class; talk to professors and supervi-

sors; and express yourself in a direct, honest, spontaneous, and appropriate manner.

Ethical Sales Is Not an Oxymoron: Sales for Non-Professionals
Participants will learn easy techniques for establishing lifelong partnerships with internal and external "customers." Through exercises and role-playing scenarios, you will learn how to improve your powers of persuasion, communication, and collaboration.

A Cognitive/Behavioral Model for Managing Conflict
The management of conflict has been approached variously with conceptual and behavioral models. Joining these two approaches allows parties in conflict first to reframe the conflict and then to move toward a best-fit resolution that optimizes productivity and minimizes or avoids potential destructiveness.

Interviewing Strategies and Skills
Whether you are searching for a job or are presently employed, keeping yourself up-to-date on the latest interviewing strategies is important. You have only one opportunity to make a strong first impression. Invest in your future by learning the dynamics of the entire interview process: scheduling the interview, appropriate attire, preparation, situational questions, closing the interview, and successful follow-up.

The Power of Publicity and Presentation
Want to make presentations with a punch? Interested in designing dynamic visual and graphic print material for your organization, group, or personal needs? Make an impact and a strong first impression. In this high-energy workshop, participants will learn useful methods for developing skills in communication, presentations, and interviewing—but with an artful twist. The use of graphics, colors, and design media will also be discussed.

Listening Skills for Leaders
Is listening a lost art? Effective leaders know that good communication builds understanding, connection, and trust. This interactive workshop will help you assess your current skills and offer new tools for listening to enhance your work, academic, and personal relationships. And just in time for Valentine's Day, you will receive tips on listening to those you love.

Oh*@!#Conflict!!!! Conflict Is Not a Four-Letter Word
Do disagreements make you uneasy? Are you able to handle conflict but unhappy with the results? Do you run and hide when someone is upset with you? Come and learn tips for creating positive outcomes from uncomfortable situations. This workshop will help you to improve your communication skills and make you feel better about yourself.

Internship and Career Center Preparatory Workshops
- Resume Writing
- Interview Skills
- Job Search Strategies

SELF-AWARENESS

Clarifying Your Work-Related Values
Values are the core principles that give meaning to your life. When your values are aligned with your work activities and surroundings, you are more satisfied and content with your life. What are the values that will motivate you to love your work and provide the optimum environment for your best work? What values will make your work activities and relationships most satisfying? Using the values-driven work materials developed by the Career Action Center in Cupertino, you can begin the process of aligning personal values with career choice.

Understanding Your Career Interests: Strong Interest Inventory Workshop
In this interactive workshop, you will learn about factors relevant to career choice. You will learn how your interests in work settings, leisure activities, academic subjects, and kinds of people can be applied to further self-understanding and career decision making. Come learn what careers you might find most satisfying. Students who register for this workshop will be given instructions about taking the SII® prior to attending the workshop.

Developing Your Personal Skill Profile
Effective leaders are self-aware. Do you know the variety of skills you have to offer in an internship, a student organization, or the workplace? Using the Skill Scan Professional Pack, you will: 1) define the skills in which you have basic competence; 2) identify the skills you enjoy the most; 3) select your most important skills categories, areas of preference, and strengths; and 4) develop a skill vocabulary to assist you in writing accomplishment statements for use in your resume and expressing yourself in interviews. Students who gain this awareness before they begin their careers are at a distinct advantage.

Personality Type and Career Choice: Living Our Talents
Can your life's work suit you as well as your clothes? In this lively and interactive workshop, participants will consider options for pursuing their natural inclinations, developing skills, and finding a career area that offers satisfaction. Students who register for this workshop will be given instructions about taking the Myers-Briggs Type Indicator® prior to attending the workshop.

Student Leadership Development Program: The Activity Series

Educational Level: Undergraduate and graduate
Department: Student Programs and Activities Center
Format: Activities (practicing leadership skills in teams)
Stand Alone

OBJECTIVES

Students will:

- Learn the value of campus and community involvement and develop an ethic of service.
- Develop a personal philosophy and set of operating principles based on an ethic of fairness, integrity, responsibility to self and others, and personal accountability.
- Develop demonstrable competencies in support of and related to their futures. These competencies include: oral and written communication, empathy, persuasion, and listening; appropriate means of conflict resolution and decision making; and skills related to effective membership in groups and teams, including collaboration, compromise, and consensus building.
- Reflect upon their personal talents through appropriate training, coaching, and mentoring; actual workplace experiences on and off campus; and formal opportunities for self-assessment and purposeful feedback.
- Develop organizational and situational acumen, as well as learn strategies to manage and effect change.
- Develop an appreciation for the complexities and richness afforded by pluralism along with the capacity to understand and respect the differences and commonalities brought by all members of the university community, the state, the nation, and the world at large.

SPECIAL CERTIFICATE OF COMPLETION

A certificate of completion for the Student Leadership Development Program will be awarded to students who accomplish the following:

- Completion of 40 contact hours (20 workshops or a combination of workshops and activities). These seminars will normally be completed over the course of several quarters or years. To qualify for credit for attendance, students must stay for the entire workshop or activity.
- Of the required 20 workshops/activities, students must attend a minimum of two workshops (four contact hours) in each of the three focus areas: Organizations and Community, Individual Development, Diversity.
- Students must demonstrate completion of an approved internship or evidence of another significant leadership role in a paid or unpaid work experience either on or off campus. Please describe this experience in a two-page paper. After completing an internship, submit a copy of your academic transcript (if you have completed an internship) or the two-page paper to the coordinator of the Student Leadership Development Program.

This certificate can be listed as an achievement on your resume and can also be presented to potential employers.

ACTIVITIES

The Challenge Course

In this action-packed approach to team building, you will engage in carefully selected and physically active tasks to focus attention on team dynamics, personal capabilities, and strategies for problem solving. Through a series of provocative, stimulating, and seemingly "risky" situations, you will learn how—and sometimes why—people respond in different ways to various stresses and circumstances. "Ropes course" activities quickly make the point because feedback is always immediate. You will learn how your team responds to change, problems, and decisions. You will also learn how individual and group needs merge to become a dynamic force. You will see how the roles of team members change in response to different situations. You will be assisted by a professionally trained facilitator, and the process will be clarified by group discussion.

Earthquake Survival

In this simulation exercise, you will participate in three activities: an "Earthquake Survival Situations" quiz, "Things to Have to Prepare for an Earthquake," and "Things to Do During and Immediately After an Earthquake." The dual objectives of Earthquake Survival are to learn how groups make decisions by consensus and to reveal the synergy in group decision making.

Wilderness Survival

This simulation poses 12 situations that someone lost in a wilderness might encounter. Participants make individual, then group, decisions about how to survive each situation. Decisions are compared with those of expert naturalists. The dual objectives of this activity are to show the effectiveness of consensus-seeking behavior in task groups and to demonstrate the concept of synergy and its effect on group decision making.

Precision Bicycle Components: Exploring the Glass Ceiling

Groups of five participants will function as a board of directors and decide by consensus who will become the next vice president of operations for the Precision Bicycle Components Company. You will learn about the "glass ceiling" phenomenon in organizations (an upper limit to advancement that is not readily perceived or acknowledged). You will also examine the impact of gender-related values on both individual and group decision making.

Our Town
Our Town is a behavioral simulation focusing on the issue of change. Two agencies, Upward Bound and the Enrichment Center, are assigned the task of revisiting their mission statement and developing a five-year plan. Participants will assume tasks that require them to make major changes in the way they operate. The objectives of Our Town are to: 1) experience one's personal response to change, 2) experience the shift of focus that can accompany unplanned change, 3) understand characteristics of effective leadership before and after change, 4) understand the transitions people experience when confronted with change, and 5) develop awareness of how to lead people as they pass through change transitions.

The Teamwork™ Game
Teamwork™ is an innovative, interactive game that stresses team success. The fun starts with a brainstorming session, including basic questions about teams and teamwork. Then, participants divide into two teams to solve puzzles. After each puzzle, a guided discussion will follow. This activity presents the opportunity for participants to experience the benefits of true teamwork.

Vice Chancellor's Task Group on Campus Concerns
The task group provides an opportunity to work with Student Affairs administrators and nine fellow students to identify and address issues related to "enterprise activity" on campus, with particular attention to fund-raising by the student organizations and its relationship to commercial entities in the larger community. You will advise the vice chancellor while learning about group policy-making, decision making, and problem solving. The task group will meet for approximately seven sessions. Some research and work outside the group meetings will be required.

Group Service Project
Exercise your social and civic responsibility. Participate with other students in a collaborative group service project for social change. At the introductory meeting, you will learn about projects on campus and in the community that need your involvement and support. Or, if you have your own idea for a project, join with friends in registered student organizations, programs, or classes to design your own group service project. Each student must complete a proposal form prior to undertaking the service project. Projects must be collaborative—i.e., you must work with others to accomplish the project. Approved projects will require a sustained commitment of at least four hours. Additional contact hours may be granted on a case-by-case basis. Service projects must serve the greater good of society.

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COCURRICULAR PROGRAMS – UNDERGRADUATE

These programs represent the experiential component of leadership education, which is usually directed through a campus student activities center. They range from one-week institutes to four-year progressive leadership development opportunities. Learning formats include workshops, internships, portfolios, campus leadership opportunities, and community service.

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A program designed to assist emerging and experienced women leaders in sharpening their leadership skills.

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A student life program that dispels preconceived notions of leadership, enhances one's leadership potential, and helps to incorporate leadership principles into one's professional practices.

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VIRGINIA STATE UNIVERSITY 369
Institute for Leadership Development
A series of structured enrichment experiences for academically talented students who have demonstrated interest in and potential for leadership.

WESTERN MICHIGAN UNIVERSITY 371
Keystone Leadership Program
A student life program that is composed of three individual programs and the umbrella organization.

California State University–San Bernardino

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Leadership Development Series

Educational Level: Varies with each instructor
Department: Office of Student Services
Format: Certificate of Completion is available to students who attend 20 workshops
Series of Workshops

OBJECTIVE

The Leadership Development Series is a program that was implemented to enhance the leadership skills of the students of California State University–San Bernardino. Many students lack adequate preparation for academic excellence, and are limited in their experiences in significant leadership roles. Students who participate in the Leadership Development Series benefit not only by acquiring knowledge of the different facets and dynamics of leadership, but also by strengthening their ability to competitively seek career opportunities and by establishing professional networks.

Workshop presenters are recruited from the university campus and the community. They participate on a voluntary basis as a demonstration of their commitment to students and their meaningful contribution to the community. Presenters also recognize that students are in the process of gaining necessary skills to improve the quality of the private corporations and public agencies for whom they will work upon graduation.

FORMAT

The Leadership Development Series is offered during the Fall and Spring quarters for four weeks. During the four weeks, faculty, staff, alumni, and community members conduct approximately 20 two-hour workshops at various times to accommodate students' class and work schedules.

Students who attend the workshops may obtain a leadership transcript, which lists descriptions of all of the sessions they have attended. Students who attend 20 Leadership Development Series workshops over the course of several quarters may be eligible for a Certificate of Completion. To obtain this certificate, students must attend two workshops in each of the three focus areas: Organizations and Community, Individual Development, and Diversity. Students must also complete an approved internship or occupy a position of significant leadership and submit two-page papers describing their experience.

EVALUATION

After each session, students complete an evaluation form to assess the content and to provide their comments and recommendations about the particular workshop and the Leadership Development Series. Statistics are compiled to determine the rate of attendance and to evaluate student satisfaction. Prior to recruitment for the following quarter, a needs assessment is conducted to obtain information regarding students' perception of past presenters and workshops, individuals who they feel have the potential to be effective presenters, and other topics they would like the Leadership Development Series to address.

CONTENT/METHOD OF DELIVERY

The Leadership Development Series workshops are interactive and allow for group discussion and dialogue. Presenters are encouraged to conduct workshops that address contemporary societal and vocational issues as well as areas that are not normally part of the course curriculum. Some of these areas include grant writing, volunteer leadership, etiquette, and cross-cultural communication.

* * *

INROADS, Inc.

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Leadership Development Institute

Educational Level: Undergraduate
Department: N/A
Format: Workshop series, internships, case studies, community service
Part of: National program with 51 affiliates throughout North America

INTRODUCTION

The mission of INROADS is to develop and place talented minority youth in business and industry and prepare them for corporate and community leadership. Preference goes to African American, Hispanic, and Native American high school and college students with 3.0 or better grade-point averages.

INROADS college internships combine two to five summers of work experience at a local client organization with year-round academic instruction, training, and coaching from INROADS counselors.

INROADS is tough, requiring a long-term commitment from both corporations and interns. College interns must complete their job assignments to the clients' satisfaction. They must remain in good academic standing; participate in INROADS training and coaching; and set goals for their career, education, social development, and community service.

A multidimensional, integrated learning experience, the INROADS Leadership Development Institute features workshops, independent study, forums, and independent research. The system incorporates specific opportunities to apply new skills and knowledge in the workplace, in the community, at college, and within INROADS.

Evaluation and assessment processes include the utilization of the Career Architect system and frequent assessment by clients along with INROADS associates.

OBJECTIVE

The objective of the leadership training is to increase the student's ability to master the competencies and to become a high-performing contributor in the workplace. Through this time-tested process, our interns are self-directed learners who can immediately apply content to the real world. This process also ensures that they seek and apply feedback as a means to grow personally and professionally throughout their careers.

COMPETENCIES

INROADS has identified seven core competencies for training. Competencies and characteristics have specific objectives that enhance performance and readiness for organizational success.

Communication

Communication competency involves understanding others, writing and presentation skills, interpersonal savvy, and listening.

- Introduction to Public Speaking
- Interpersonal Communication
- Business Writing Skills
- Persuasive Presentations
- Writing for the Information Age

Self-Management

Self-management competency includes self-knowledge, ethics, values, integrity, trust, and the ability to deal with ambiguity and to learn on the fly.

- Career Architect
- Introduction to Managing Change and Transition
- Social Etiquette
- Managing Yourself
- Resume Writing
- Interviewing Skills
- Evaluating the Job Offer

Business Sophistication

Business Sophistication covers relationships with bosses and peers.

- Corporate Survival Skills
- Corporate Politics

Academic/Technical

Academic and technical competency covers technical and work systems and academic mastery.

- Computer Skills
- College Survival Skills

Management Skills

Management Skills includes priority setting, organizing, problem solving, planning, orientation to action, intellectual horsepower, and time management.

- Managing Your Time
- Problem Solving
- Seven Habits of Highly Effective People
- Managing Projects
- Working in Teams
- The Leadership Challenge

Valuing Diversity

Competency in valuing diversity involves self-knowledge, empathy and respect for others, tolerance for ambiguity, multicultural perspective, and interpersonal skills.

- True Colors: Celebrating Our Differences
- The Diversity Challenge
- Understanding Diversity in the Workplace

Community Involvement and Leadership

Competence in community involvement and leadership includes empowerment of oneself and others, and building relationships.

- Frank C. Carr Community Service Projects
- Community Board and/or Committee Involvement
- Community Problem Solving

DESCRIPTIONS

FRESHMAN COURSES

Interpersonal Communication (4 hours)

This workshop explores the dynamics of the communication process and provides participants with the tools to enhance their interpersonal communications skills.

Introduction to Public Speaking (3 hours)

This participation-driven workshop provides participants with the knowledge and skills they need to organize and deliver an effective presentation.

Business Writing Skills (3 hours)

This workshop provides participants with techniques on how to write more effective business letters, memorandums, and reports.

Social Etiquette (2 hours)

This classroom experience provides participants with knowledge to increase their comfort level at corporate functions.

Managing Change and Transitions: An Introduction (2 hours)

This workshop explores the dynamics of the change process and helps to more effectively manage the anxiety and frustrations associated with change and transition.

Corporate Survival Skills (2 hours)

This classroom experience enables participants to better understand the nuances of the corporate environment to position themselves for success.

College Survival Skills (2 hours)

This workshop provides participants with strategies to effectively manage the challenges of "college life."

True Colors: Celebrating Our Differences (3 hours)

This workshop provides participants with the knowledge and skills needed to recognize their own preferences and to blend their strengths, joys, needs, values, stresses, and frustrations.

Career Architect (3 hours)

This classroom activity introduces the competencies and characteristics that predict success and derailment in organizations.

Managing Your Time (2.5 hours)

This workshop provides participants with the necessary skills to more effectively manage competing priorities and expectations.

SOPHOMORE COURSES

Persuasive Presentation (4 hours)

This participation-driven workshop explores the psychology of persuasion and teaches several strategies for influencing others.

Problem Solving (3 hours)

This classroom experience assists participants in understanding the dynamics of the problem-solving process and in developing effective problem-solving strategies and skills.

Managing Projects (3 hours)

This classroom experience provides participants with an opportunity to develop and practice project-management skills and to employ a step-by-step approach to managing projects.

Corporate Politics (2 hours)

This workshop provides participants with knowledge to more effectively manage workplace politics.

Working in Teams (3.5 hours)

This classroom experience explores the dynamics of teamwork and provides participants with the skills needed to enhance their effectiveness as team members.

Writing for the Information Age (3 hours)

This writing workshop provides participants with proven techniques in writing successful technical documents.

Managing Yourself: Planning Your Life . . . Living Your Dreams (3.5 hours)
This workshop assists participants in understanding themselves, to better identify and clarify their personal and professional choices.

JUNIOR COURSES

Understanding Diversity in the Workplace (4 hours)
This workshop provides participants with information to help them better understand and appreciate differences in the workplace.

Seven Habits of Highly Effective People (3 days)
This three-day workshop provides participants with an overview of the seven primary habits of effective people and enhances their understanding of the value of personal leadership.

True Colors: Celebrating Our Differences (3 hours)
This workshop provides participants with the knowledge and skills needed to recognize their own preferences and to blend their strengths, joys, needs, values, stresses, and frustrations.

SENIOR COURSES

Interviewing Skills (4 hours)
This classroom session provides participants with information that will enhance their effectiveness during the interview process.

True Colors: Celebrating Our Differences (3 hours)
This workshop provides participants with the knowledge and skills needed to recognize their own preferences and to blend their strengths, joys, needs, values, stresses, and frustrations.

Career Architect (3.5 hours)
This workshop explores the competencies and characteristics that predict success and derailment in organizations.

Resume Writing (2 hours)
This workshop enables participants to develop a resume that will effectively market their skills, abilities, and experiences.

Evaluating the Job Offer (3 hours)
This workshop explores personal and professional needs and their impacts upon selecting a job.

The Art of Selling Yourself (2 hours)
This classroom experience will help equip graduating seniors with the necessary "self-selling" skills and techniques needed to secure employment opportunities.

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LeaderShape, Inc.

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The LeaderShape Institute

Educational Level: Young adults (ages 17-25)
Department: N/A
Format: Seminar
Stand Alone

INTRODUCTION

Today, more than ever, young people need a leadership development experience that is ethics-based. The LeaderShape Institute provides that and much more. This highly interactive and energizing program provides the tools for individuals to learn to work in high-performing teams, to practice decision making for ethical dilemmas, to produce extraordinary results, to learn to deal with change, to clarify personal values and standards, and to understand and respect the values of other individuals.

DESCRIPTION

Each session of The LeaderShape Institute is comprised of approximately 60 men and women—ages 17 to 25—sponsored by various organizations from diverse ethnic, religious, and cultural backgrounds. Utilizing highly interactive program methods rather than classroom lectures, everyone is a teacher, and everyone is a learner during the Institute. Most work is done in a large group called the Learning Community and in small groups called Family Clusters. The term "family" is not hyperbole; participants work closely together and quickly form meaningful friendships. The Family Cluster provides a supportive, safe environment that promotes learning and the development of new skills and attitudes. Another unique feature of The LeaderShape Institute is the Team Challenge course. This half-day outdoor team-building experience teaches concepts of trust, communication, and group problem solving. The Institute's hands-on, multidimensional curriculum is presented by a group of facilitators who volunteer to devote a week of their summer to helping develop leaders. While each of them has experience working with young adults, they are all highly respected in their own professions and serve as excellent leadership role models for the students. As adjunct faculty, prominent guest leaders—including Fortune 500 CEOs and national leaders in education, government, and the nonprofit sector—spend an evening with participants discussing the tough issues leaders face on a daily basis.

After completing the experience, participants and sponsoring organizations notice numerous changes in themselves and their interactions with others. And it is little wonder—the Institute does something no other experience can match: it prepares young people to change their worlds by providing the tools needed to achieve new insights, improve relationships, build more effective teams, and, ultimately, enhance society. At The LeaderShape Institute, participants create a LeaderShape Project to undertake when they leave. The objective of each participant's project is to produce extraordinary results in his or her organization during the next 9 to 12 months. The Institute guides participants in developing the necessary skills to effectively implement their projects.

OUTLINE

Day	**Topic**
1	Building Community Introduction: Become familiar with the basic philosophy and schedule of the week.
2	The Value of One, the Power of All Team challenge course: By working your way through a series of outdoor initiatives and discussions, you will discover how teamwork, trust, and problem solving can be enhanced in a supportive group setting. Personal style inventory: The end result will be an opportunity to set several learning goals for the week and share those with members of your Family Cluster. You will also participate in exercises that reinforce the concepts of respect, group support, and community building.
3	Challenging What Is, Looking to What Could Be Vision: During this exciting day, you will begin work on defining and refining your own LeaderShape Project—a tangible and transformational change for your organization or institution back home. You will spend much of the afternoon in an interactive setting seeking input on your vision for the future. Guest leader panel and reception: This is your opportunity to interact with significant leaders in business, education, and the professions. Using an informal question-and-answer format, these individuals will share their insights and experiences related to the challenges of leading with integrity.
4	Bringing Vision to Reality Change, planning, relationship building, and power: Explore these strategies for bringing vision to reality.
5	Living and Leading with Integrity Leading with integrity: This concept is a challenging one, but central to LeaderShape's philosophy of lifelong leadership development. Values, decisions, and actions will be a part of this powerful day. You will explore what it means to "walk your talk" and to create an organization with integrity. Prepare a creative Family Cluster skit for the LeaderShape Revue.
6	Staying in Action Wrap-up: On this final day, you will prepare to return home and face your responsibilities as a LeaderShape graduate who practices the discipline of leading with integrity. You will learn what it means to be a part of the nationwide LeaderShape community—a network of mutual encouragement and support. Learning community graduation

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Linfield College

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Linfield Leadership Development Program (LLDP)

Educational Level: Undergraduate
Department: Student Services
Format: Series of workshops
Stand Alone

INTRODUCTION

The Linfield Leadership Development Program (LLDP) is a project created and offered by volunteers at Linfield College to help others develop leadership skills.

MISSION

- To develop learning opportunities that encourage and support individuals in their development of leadership abilities.
- To equip and motivate participants to better serve others and contribute to society.
- To help participants examine personal and social implications, consequences, and rewards of leadership.
- To cause participants to consider the ethical and moral contexts of leadership.
- To help participants gain skills and understandings through the examination of theoretical and historical models of leadership.

REQUIREMENTS AND COMPONENTS

While one could attend any LLDP event, there is a certificate program for those who wish to pursue it. The certificate program has three components:

Concepts and Fundamentals of Leadership
Completing the program requires that participants attend a workshop in each of these five areas:

- Value, Vision, and Voice (defining a model of leadership)
- Leadership Styles (differences in, defining one's own)
- Diversity (benefits and consequences of, dealing with)
- Communication Skills (verbal, nonverbal)
- Team Building (how to make groups more effective)

Skill Training
Completing the program requires that participants attend five elective workshops. These workshops vary by semester and may include such general or specific topics as:

- Public Speaking
- Dealing with Difficult People
- Time Management
- Event Planning
- Goal Setting
- Resource Management
- Team Basics
- Meeting Management
- Networking
- Motivation and Recruitment
- Ethics and Values in Decision Making
- Stress Management
- Conflict Management
- Putting Fun into Your Organization
- Alternative Models for Leading
- Being a Student Leader at Linfield
- Taking an Unpopular Stance
- Leadership in America
- The Values Game

Practical Application
Completing the program requires that participants complete an approved project (developing a program, making a significant presentation to the community, or otherwise demonstrating the acquisition of leadership skill). Projects are approved by the committee and participants are encouraged to work with a mentor. For more information on practical application opportunities, contact any of the LLDP committee members. Upon completion of the requirements above, participants are presented with a leadership certificate.

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Mary Baldwin College

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Leadership Challenge Program (LCP)

Educational Level: Undergraduate
Department: Physical and Health Education, Athletics and Recreation
Format: Cocurricular activities
Part of: Virginia Women's Institute for Leadership

INTRODUCTION

The Leadership Challenge Program (LCP) is an integral, cocurricular component of the Virginia Women's Institute for Leadership (VWIL). Through LCP, students are presented with physical and mental challenges designed to cultivate skills and personal qualities associated with the development of leadership. Participation in the Leadership Challenge Program is required of all VWIL first-year students during the fall and spring semesters of their freshman year, who are not participating in a varsity sport.

PURPOSE

Leadership constitutes the ability to guide, direct, and motivate one or more persons to accomplish specific, determined goals. The goal of the Leadership Challenge Program is to promote personal growth and maturity and to facilitate the development, acquisition, and refinement of leadership skills. Incorporating experiential learning methodology, facilitators guide LCP students through a wide variety of challenging activities, service-learning opportunities, and problem-solving situations within an intentional learning environment, offering opportunities for reflection and evaluation in order to enable students to transfer and apply specific learning to other arenas of life.

OBJECTIVES

To cultivate the following skills and personal qualities associated with the development of leadership:

- Problem solving.
- Communication.
- Ability to function as part of a team in both leader and follower roles.
- Ability to help establish team as well as personal goals and to successfully realize those goals.
- Develop increased self-confidence.
- Ability to assess strengths and weaknesses in oneself as well as in others and to learn to effectively utilize those qualities.

LEADERSHIP TEAM

Experience has taught that leadership development is best accomplished when students are given opportunities to exercise leadership within a context of supportive supervision. The Leadership Challenge Program is, therefore, conducted by the LCP coordinator with the assistance of the LCP Cadre, a select group of 12 upper-class VWIL students who have previously participated in LCP. Cadre training is conducted for one week prior to the fall semester to teach new cadre members skills in activity facilitation and group processing. Monthly sessions are conducted during the school year to address additional training needs for cadre members.

COMPONENTS

Wilderness Orientation

VWIL freshmen participate in a four-day orientation experience conducted in an off-campus wilderness setting prior to the regular freshman orientation offered for traditional students. Students are placed in groups, referred to as "squads," of 8 to 12 and are accompanied by one college staff member and an upper-class student serving on the Leadership Challenge Program Cadre. Activities include participation by squad in a low and high ropes course, caving, whitewater kayaking, backpacking, and rock climbing. Journal writing, peer leadership assessments, and personal sharing during evening campfires provide valuable avenues for assessing the impact of this initial experience.

Campus-Based Activities

Students are divided into appropriate-sized groups, often numbering 8 to 12, with LCP Cadre members directing low ropes activities, social-system simulations, or small-group initiatives. Activities often involve a scenario that introduces a specific problem that the group as a whole must solve, with success often contingent upon the group's creativity, resourcefulness, perseverance, and level of teamwork. As facilitators, cadre members use their judgment to change or alter the scenario to optimize the situation so as to bring about the greatest learning. Activities are brought to a close through processing of the experience by cadre prior to engaging in another activity.

Service Learning
With a commitment to instilling a personal ethic of leadership that includes the valuing of community service, the Leadership Challenge Program provides opportunities for participation in community service activities each semester.

High Adventure Outdoor Pursuits
Harnessing the physical and mental challenges of engagement in High Adventure Outdoor Pursuits within the surrounding natural environment of the Shenandoah Valley and Appalachian Mountains of Virginia and West Virginia, LCP students have undertaken mountain-bike riding in the Massannutun Mountains, rock climbing in the George Washington National Forest, a whitewater rafting trip through the New River Gorge, backpacking on the Appalachian Trail, and participating in a high ropes courses at area outdoor recreation centers.

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Meredith College

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Cocurricular Resume Program

Educational Level: Undergraduate
Department: Student Activities and Leadership Development
Format: Cocurricular
Stand Alone

INTRODUCTION

The Cocurricular Resume is a self-reported college document describing a student's experiences in campus and community activities. These experiences can include, but are not limited to, the following: membership and leadership positions in student organizations, paraprofessional positions, honors and awards, attendance at conferences and workshops, participation in service projects, and involvement in particular experiential events.

GOAL

The primary goal of the program is to encourage the student to plan and keep track of the experiences, skills, and involvement she would like to gain while at Meredith College. The program demonstrates Meredith College's commitment to leadership and potential development and offers students support to find good internships, co-ops, and jobs/careers. By planning and documenting experiences, a student can see the progress she has made toward her educational goals.

COMPONENTS

- The developmental process of a student meeting with her cocurricular advisor to complete a self-assessment and to plan her goals regarding the experiences and skills she wishes to gain while at Meredith.
- The documenting process of a student's experiences and actual completion of a cocurricular resume by her using Resume Expert, a software program that already exists through the Career Center.

BENEFITS

- Gaining skills for future employment: A student will identify the skills she will need in the future and choose to participate in the activities and experiences that will help her obtain these skills.
- Getting the most out of an education: Experiences in class and out of class, both on and off campus, contribute to learning and personal development. By being involved with this process, a student's college experience will be more meaningful.
- Achieving personal goals: In this program, students will learn how to plan a unique set of goals for their college experience. By forming goal-setting habits now, they will be able to achieve the goals they have set for their college experience and other future endeavors. Employers will likely take interest in their ability to set goals and complete them.
- Preparing for a career: The cocurricular resume is the best way to begin organizing information to be used in designing a student's professional resume on the Resume Expert disk. They can also make their cocurricular resume available during a job interview as a second source of information about themselves.

Women's Leadership Development Program

Educational Level: Undergraduate
Department: Student Activities and Leadership Development
Format: Cocurricular
Stand Alone

INTRODUCTION

The program demonstrates Meredith College's commitment to women's leadership and is designed to provide students with opportunities to develop, enhance, and practice a personal philosophy of leadership. Students will be challenged to explore their self-understanding, understanding of others, and acceptance of responsibilities inherent in community membership. This program will prepare women for present and future leadership and for their roles as members of institutions, organizations, other communities, the nation, and the world.

REQUIREMENTS

COMPETENCIES REQUIRED IN THREE CATEGORIES:

Foundations of Leadership
Students will learn the basic concepts and historical perspectives of leadership. They will also gain a greater understanding of ethics/values, diversity, and women's history/issues.

Leadership Focus
Students will learn more about themselves, the relationship of self to others (differences and commonalities), the uniqueness of the institutional environment within which leadership is practiced, and the relationship to local and global communities. This category has three focus areas:

- Individual: Increase a student's self-awareness, which will include assessing and exploring her personal leadership style.
- Group: Learn how to lead, develop, and motivate groups. Students will also achieve competence in areas such as team building, organizational communication, problem solving, and conflict management.
- Community: Apply herself as a leader at Meredith College, in her community, nation, and world. She will be asked to think in terms of multiple communities, large and small, to which she belongs, and how she can serve these communities.

Leadership Challenge
Students will reflect on what they have learned from their participation in this program. They will be expected to complete either an oral, written, or visual presentation about their experiences and put their learning into action by choosing a project that reflects their interests and challenges them as a leader.

THE PROGRAM IS COMPRISED OF TWO ACHIEVEMENT LEVELS:

Silver Leaf Level
Students wishing to earn this level must complete the following:

- Foundations of Leadership: Eight requirements, two per category: Diversity, Ethics/Values, Women's History/Issues, Leadership Concepts
- Leadership Focus: 24 requirements; must complete at least 8 requirements per area: Individual, Group, Community

Gold Leaf Level

Students wishing to earn this level must complete the following:

- Foundations of Leadership: Eight requirements, two per category: Diversity, Ethics/Values, Women's History/Issues, Leadership Concepts
- Leadership Focus: 36 requirements; must complete at least 12 requirements per area: Individual, Group, Community
- Leadership Challenge: A presentation and project to be determined in consultation with the cocurricular advisor.

To fulfill the requirements in each category, students will develop their own personal program in consultation with their cocurricular advisor. Examples of requirements include attending conferences, participating in seminars and workshops, volunteer activities, officer positions, and serving on a committee. All requirements must be a minimum of one hour. Throughout the program, students will be required to evaluate their learning through self-reflection tools. In Foundations of Leadership and Leadership Focus, students are required to complete both educational and applied learning components. Students will have fulfilled all requirements of Leadership Focus by completing the following series: Emerging Leaders Seminar Series, Leadership Enrichment Series, and Dialogue Series. All students who complete Foundations of Leadership, Silver and Gold Leaf levels, will be recognized at Leadership Awards Day held in the spring each year.

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Mount St. Mary's College

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Leadership Portfolio Program

Educational Level: Undergraduate
Department: Leadership Program
Format: Varies
Part of: Women's Leadership Program

DESCRIPTION

Created as a pilot program in 1995, the Leadership Portfolio Program is one distinctive component of the Women's Leadership Program at Mount St. Mary's College. The aim of the program is to foster student competencies and skills while linking learning in the classroom with involvement outside of the classroom. Through the development of a portfolio, students record past experiences and plan future ones in the areas of personal, team, organizational, civic, and community leadership. Participants enter this program voluntarily and engage in workshops, community service, and reflective writing while working with a portfolio coach. By combining these three aspects, students become conscious of their learning and take advantage of opportunities offered to them on a college campus and within the community.

GOALS

The Leadership Portfolio Program encourages and tracks personal, academic, and professional growth in each student while drawing out skills learned in activities. As students build on their portfolio, they increase their self-esteem and prepare themselves for diverse majors and careers. This three-tiered program creates opportunities for its participants to discover their own leadership strengths and weaknesses while serving their community and preparing themselves for future success.

FORMAT

Students continually contribute to their portfolio throughout their college experience and receive certificates upon satisfactory workshop participation, campus involvement, and demonstration of competency or proficiency levels.

COMPONENTS

Certificates are awarded at three stages of leadership, entitled the Emerging Leader, Team Leader, and Facilitative Leader. This type of structured assistance acts as benchmarks and helps chart the students' progress. Upon completion of these three levels, students become eligible for higher paid work-study positions as well as the chance to represent Mount St. Mary's College at national conferences.

CONCEPTUAL FRAMEWORK

Personal Leadership

Focus: Self-management and personal aspirations
Sample Skills and Competencies

- Goal setting
- Budgeting
- Time management
- Writing
- Decision making
- Career planning
- Reflection
- Life goals

Outcome: Self-efficacy—"I am important. I can do it. I can achieve what I want."

Team Leadership

Focus: Teamwork and collective action
Sample Skills and Competencies

- Team building
- Team development
- Recruitment of the team
- Group dynamics
- Roles/responsibilities
- Interpersonal communication
- Cooperation
- Delegating
- Accountability
- Shared goal setting

Outcome: Teamwork—"We understand how to work together. Together we can do it."

Organizational Leadership

Focus: Leadership role within institutional setting
Sample Skills and Competencies

- Conducting committee meetings
- Project management
- Organizational behavior
- Public speaking
- Strategic planning/action planning
- Allocating resources
- Staff selection/development
- Networking
- Systemic change/organizational culture
- Managing information
- Marketing/press relations

Outcome: Effective institutional manager—"I can work with others allocating resources to get something done. I operate within an institutional context."

Community Leadership

Focus: Identify needs/resources and facilitate capacity-building within communities
Sample Skills and Competencies

- Interpersonal communication
- Networking/building the base
- Civic and community organizing
- Community mapping
- Cultural competency/fluency in language(s)
- Convening and conducting committee meeting
- Training the trainers—leader/group development
- Planning for transitions/succession
- Conflict resolution
- Public speaking
- Grant writing

Outcome: Facilitator committed to empowering others—"I can facilitate others, identifying their needs and dreams for the community. Through my involvement, others emerge as leaders."

Civic Leadership

Focus: Active participation within public life
Sample Skills and Competencies

- Verbal persuasiveness
- Power mapping
- Issue competency
- Cultural competency
- Managing information
- Writing
- Advocacy skills/caucusing
- Networking/relationship building
- Asking questions
- Media relations
- Social-change strategies

Outcome: Political efficacy, active participation in public arena—"I am important and knowledgeable. Persons in power will listen and respond to me. I will commit and take action."

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New Jersey Institute of Technology

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College Leadership New Jersey (CLNJ)

Educational Level: Undergraduate
Sponsors: New Jersey Institute of Technology, Partnership for New Jersey, Leadership New Jersey Graduate Organization, Rutgers–The State University, other four-year New Jersey colleges and universities
Format: Varies
Stand Alone

INTRODUCTION

College Leadership New Jersey (CLNJ) is a unique, multidimensional program whose totality is far more than the sum of its parts. It is statewide, interinstitutional, collaborative, and experiential. It focuses on public-policy issues, multiculturalism, and community service. It offers a leadership skills-building workshop and a mentor for each participant. While many college-level leadership programs include approaches employed by CLNJ, none appear to provide all of them. Its broad scope and the interconnectedness of its various elements are among the program's greatest strengths.

GOALS

- To provide the necessary tools and information to carry college leaders forward into a lifetime of service and leadership in their communities and careers.
- To demonstrate new and effective ways to develop leadership in service to the community, which can be adapted by participating institutions to reach increasing numbers of students.
- To teach how campus issues relate to issues of concern in the community, the state, and the nation, and to provide the skills and knowledge to deal with those issues effectively.
- To build a statewide multicultural group of individuals who, as a result of working together on critical issues, understand the strength of New Jersey's increasing diversity.
- To develop and refine a college leadership training model that can be replicated in other states.

FORMAT

To achieve these goals, CLNJ provides an intense week in residence for a diverse group of college juniors from public and private colleges throughout the state. The biennial sessions open with a weekend retreat that explores issues of diversity in an environment that fosters rapid bonding. This is followed by two half-day workshops, one on leadership and the other on community service, and a series of full-day public-policy seminars. The participants explore such issues as government and the media, public education, the delivery of health and human services, juvenile justice, economic development, and the environment through readings, field trips, guest lectures, case studies, and simulations.

EXPECTATIONS

Each student is expected to keep a daily journal during the week in residence. The semester after the residential week, the students design and complete a 30-hour community service project, which, in many instances, is related to issues explored during the core week.

COMPONENTS

The two-day diversity retreat that opens the week is based upon *Changing Racism: A Personal Approach To Multiculturalism*, a training model developed by VISIONS, Inc. The program argues that beliefs, attitudes, and values about race, culture, and ethnicity are learned. Blame and guilt are, therefore, counterproductive, and it is possible over time to expand our understanding and awareness and change our beliefs and attitudes. The model uses interactive lectures and small-group sharing sessions to explore personal attitudes and values. The experience is intense and supportive, encouraging students who are meeting for the first time to bond quickly. In addition, it provides a language and a method for mutual understanding, as well as a framework for studying many of the complex issues encompassed in the subsequent week of policy seminars.

The two workshops that follow the weekend retreat are designed to help provide a theoretical basis and practical context for understanding leadership, developing new skills, and processing the tightly scheduled policy seminars that comprise the rest of the week in residence.

The four full-day public-policy seminars that follow are held in various locations throughout the state and share a number of common elements. Goals, a schedule, and background readings are provided for each seminar. Following the opening session, the students are divided into breakout groups to explore different elements of the seminar topic. This part of the seminar is designed to be interactive; it may include field trips, case studies, or simulations. The experiential component of the seminars allows the students to become involved in problem solving on real issues, helps them to understand the complexity of public-policy concerns, and provides them with an understanding of the trade-offs and consensus building that are frequently necessary. At the end of each seminar, team leaders present their group's findings to a second panel of experts, who then comment on what they have heard and answer any additional questions the students have as a result of the day's experiences.

The concluding session of the week in residence is a second workshop on community service in which the students discuss preliminary plans for their community service projects. The focus is on substantive, do-able projects. The students then embark upon the next phase of College Leadership New Jersey—the development of a written action plan and the implementation of a service project. A great deal of flexibility is allowed in the design of the projects, but they must be a minimum of 30 hours. They may be done on campus or in the community, from "scratch" or through an existing program, collaboratively or independently, in conjunction with a service-learning course or as a stand-alone effort. Students are encouraged to develop projects related to issues explored during the policy seminars but are certainly not limited to this. They are also encouraged to draw upon a wide array of resources, including campus-based offices of volunteerism and mentors assigned to each student from among the rich pool of Leadership New Jersey alumni.

EVALUATION

The CLNJ evaluation protocol is comprehensive. Each element of the program is carefully analyzed to identify effective ways to enhance youth leadership skills, including successful interventions and learning techniques. The evaluation methodologies are also designed to explore the dimensions of leadership as they are manifested among the participants and the impact of the program on the students' civic commitment.

At the beginning of the week in residence, the participants complete a lengthy questionnaire about their expectations regarding the program, leadership, community service, and responsibility. A similar questionnaire administered at the conclusion of the week measures the impact of the program on the students. The questionnaires focus on monitoring changes in leadership skills, as well as knowledge of social issues, political knowledge, interest in different levels of government, political alienation, and experience with diversity.

Leadership skills are measured in four ways: 1) a self-assessment of skills relative to others; 2) the frequency of having had specific experiences, such as being asked for advice about an issue or listening to another person's ideas and changing one's point of view; 3) effectiveness in accomplishing specific activities, such as getting a group to lobby together for legislation; and 4) expectations with respect to the likelihood of becoming a leader of an organization following graduation from college. In all areas, there were increases, frequently of more than ten percentage points, in the post-session assessment. The findings also indicate that the students improved their levels of information about government and the range of public-policy issues studied. In addition, the responses to items related to the participants' feelings about their relationship with government, referred to as political alienation measures, suggest that the experiences in the program decreased their cynicism and distance from the political process.

The overall evaluation of the program was similarly positive. On a scale of one to five, with five representing excellence, 93% of the participants gave the overall program for the week ratings of either four or five. When the students compared the actual experience with their expectations, 89% gave the program a four or five. Additional components of the evaluation include brief questionnaires at the conclusion of the individual workshops and policy seminars, a focus group of selected participants convened immediately prior to their graduation from the program, a survey about the community service project, a survey of the mentors, and an analysis of the journals the participants are required to keep during the week in residence. The qualitative assessments offer further evidence that CLNJ is successful in discovering effective ways in which youth leadership skills may be enhanced. The information acquired from each of the evaluation tools is used for continuous program improvement.

The list of recommended approaches that follows is a distillation of three years of program experience and the results of the extensive, ongoing evaluation process. It is offered to encourage similar successful programs in other states nationwide.

Diversity Retreat

OUTLINE

Session	Topic
	DAY 1
1	Overview, Goals, Guidelines
2	Step-Aside Exercise Icebreaker—Whole Group Activity
3	What Is Culture?
4	Sociocultural Background (Small Group Sharing)
5	Characteristics of Dominant Culture/Definition of Multiculturalism
6	Transition from Monocultural to Pluralistic Perspective
7	Characteristics of U.S. Dominant Culture
8	Target/Non-Target Definitions Presumptions of Competence/Incompetence
9	Definitions of Oppression Target/Non-Target Chart
10	Examples of Presumptions
11	Film: *Eye of the Storm* View film and complete worksheet
12	Action Socialization Exercise
13	Recitation: *Eye of the Storm* (from worksheet responses) Exercise B: Significant Experience
14	Modern Oppression/Internalized Oppression Basic concepts and chart
	DAY 2
1	Review Modern Oppression/Internalized Oppression
2	Recitation: Modern Oppression/Internalized Oppression
3	Modern Oppression/Internalized Oppression Alternative Behaviors for Non-Targets and Targets
4	Interpersonal Multicultural Experience
5	Recitation: Review Alternative Behaviors Chart Provide role play instructions Develop role plays
6	Role Play Performances—Each small group enacts its role play for entire group
7	Closing Exercise—Whole group

Workshop on Leadership

GOALS

- To understand the basic concepts involved in the complex idea of leadership, appreciate the difficulties of truly effective leadership, and unmask the inadequacies of simplistic approaches to learning leadership skills.
- To explore some specific implications of a practical leadership model so that CLNJ participants can improve their chances of success when leading initiatives for change in public policy.

OUTLINE

Session	Topic
1	Welcome and Overview
2	Leadership: Some Preliminary Puzzles
3	Case Study: The Mayor's Dilemma (Breakout Groups) Discussion of case study
4	Leadership Skills: A Pragmatic Model
5	Leadership Skills: How to Improve/What It Will Take Final Questions and Wrap-Up

Workshop on Community Service

GOALS

- To introduce participants to the history and goals of service in the United States and New Jersey.
- To define commonly used terms in the service arena that will serve as a foundation for participants' understanding of their service projects.
- To foster through open dialogue an understanding of such issues as working with diverse populations, quality community service, service-learning experiences, and tools of reflection such as journals.
- To initiate a process of planning for and implementation of community service projects.

OUTLINE

Session	Topic
1	Welcome and Introductions Lecturette: Volunteerism in the United States, the National Service Movement and New Jersey's Involvement
2	Small Groups: The Critical Elements of Community Service and Service Learning in Four Areas • Education • Health • Urban Environment • Housing
3	Large Groups: Reports Back from Small-Group Exercise
4	Questions and Answers and Wrap-Up

Seminar on Government, Politics, and the Media

GOALS

- To gain a better understanding of how New Jersey state government works.
- To examine the differing perspectives of the legislative and executive branches of state government.
- To appreciate the tension between the statewide perspective of the executive and legislative leadership and the local perspective of most rank-and-file legislators.
- To explore the differing perspectives of the press who cover the State House and the representatives of government who provide the information to the press.

QUESTIONS TO BE CONSIDERED THROUGHOUT THE SEMINAR

- Based on what you see and hear, who has the power in Trenton and who does not?
- How informed are the people involved in the policy process? Do they have enough information to make good policy?
- What differences in viewpoint or perspective did you observe between officials of the legislative and executive branches? Between legislators and legislative staff? Between officials of both branches of government and the press?
- Where and how were qualities of leadership made evident?
- How are local or special interests reconciled with statewide interests in the governmental process?
- What are the effects of partisanship on the process and on the policies that come out of the process?

OUTLINE

Session	Topic
1	Panel on New Jersey's System of Government
2	Field Visits
	Team 1—State Budget Process
	Team 2—Majority Assembly and Minority Senate Offices
	Team 3—Majority Assembly and Minority Assembly Offices
	Team 4—Campaign Finance and Ethics
3	Media Panel
4	Observe Assembly and Senate Sessions
5	Feedback Session

Seminar on Education

GOALS

- To gather information to assess the effectiveness of the educational system in New Jersey, with a primary focus on urban secondary schools.
- To develop a better understanding of the complex issues related to improving the public education system.
- To appreciate the inequities between urban/special-needs school districts and more affluent districts.
- To gain a better understanding of the relationship between the quality of the educational system and the state's and region's economy.
- To identify strategies that might be implemented to improve New Jersey's secondary education system.

OUTLINE

Session	Topic
1	Camden High School Visit
	Welcome
	Overview: The State Perspective
	Overview: The District Perspective
2	Tour of High School
3	Group Meetings with High School Students
4	Class Feedback/Discussion with Principal
5	Tour of Camden
6	Simulation
	Task Force Meetings
	Ebenton Case Study
7	Task Force Reports to Ebenton Board of Education
8	Board Response

Seminar on the Delivery of Human Services

GOALS

- To gain an appreciation of what it is like to seek assistance from the health and human service delivery system.
- To increase awareness of the structure, capabilities, and limitations of social-service agencies and programs as they seek to respond to those in need of help.
- To offer opportunities to think about ways to improve social-service delivery and community development.
- To better understand the social and economic realities facing New Jersey cities, as represented by Newark.

OUTLINE

Session	Topic
1	Overview: The City
2	Overview: The State
3	Study Team Field Visits/Simulations
	Team 1—Welfare Services to Families Site Visits
	Team 2—Health/Social Services for Youth: The UMDNJ Model Site Visits
	Team 3—Community Development: The New Community Model Site Visits
4	Team Feedback
5	Panel Discussion

Seminar on Juvenile Justice

GOALS

- To gather information to assess the effectiveness of the juvenile justice system in New Jersey.
- To gain an understanding of the history of the juvenile justice reform movement in New Jersey and the major elements of the recent reforms.
- To develop an appreciation of the inequities in the system with respect to gender, class, and race.

QUESTIONS TO BE CONSIDERED THROUGHOUT THE SEMINAR

- In the state's juvenile justice system, who wins, who loses, who pays, and what is the return on our investment?
- What are the major differences between the juvenile and adult justice systems, and do those differences enhance the treatment of young offenders?
- Is public policy in New Jersey effective in supporting youth at risk?
- Are we placing emphases in the appropriate areas?

OUTLINE

Session	Topic
1	Panel on Juvenile Justice
2	Presentation by Youth Participating in Blackwood Campus Program
3	Site Visits
4	Teams Meet to Prepare Reports and Questions
5	Feedback Panel

Seminar on Health Care

OUTLINE

Session	Topic
1	Panel on New Jersey's Health Care Delivery System and the Critical Issues
2	Site Visits
	Team 1—Children's Health
	Team 2—Health Care for the Poor and Medically Needy
3	Teams Meet to Prepare Reports and Questions
4	Team Reports and Feedback Panel

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Russell Sage College

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Opportunities for Women in Leadership (OWL)

Educational Level: Undergraduate women
Sponsor: Campus Life Office
Format: Noncredit workshops, programs, and service
Stand Alone

INTRODUCTION

An important part of the mission of Russell Sage College is to prepare women to be influential within the constraints of the multiple roles most women in our society perform. With the growing complexity of education, its increased tendency toward specialization, and the need for leaders to create and embrace change, the college's responsibility for leadership programs assumes an even greater importance than before. At Russell Sage, we provide an environment where leadership can be taught and practiced by students. Our cocurricular program, which encompasses broad segments of the college community, is coordinated with academic programs and the community at large. We are working toward the critical mission of preparing informed, educated women leaders for society and the world.

This is a noncredit cocurricular program. It is designed to assist emerging and experienced women leaders in sharpening their leadership skills. To receive certification, all components must be completed in one academic year. The student interested in completing this program should contact the assistant dean of students in the Campus Life Office to plan a program designed to meet her individual needs. Upon completion, recipients will be announced at the Honors Convocation.

CORE BELIEFS

- Leadership behaviors are demonstrated by those individuals designated as leaders and those who participate actively in the community without formal role designation.
- Leaders and active participants are capable of making thoughtful, critical, and informed decisions. They are visionaries who are capable of seeing beyond the immediate results of a decision.
- Responsible leaders develop in the membership commitment to both the Russell Sage College community and to its broader role in society.
- Leaders are able to identify their own and others' strengths and limitations and use this information to the benefit of the group.
- Leaders recognize diversity, broadly defined, as a strength.
- Leaders view conflict as an opportunity for creative change and are able to guide the group toward creative resolution of differences.
- Leadership training teaches students assessment and evaluation skills.
- Leadership components are designed to teach how to lead from the middle of an organization as well as the top and bottom.

COMPONENTS

Workshops must be completed in the following areas:
- Communication Skills (3 hours)
- Leadership Style (3 hours)
- Time Management (1 hour)
- Diversity (3 hours)

A minimum of three programs must be chosen from the following (6 hours total):
- Problem Solving/Decision Making
- Group Dynamics
- Nuts and Bolts of Leadership—planning, delegation, etc.
- Assertive Behavior
- Relationships—conflict resolution, motivation, etc.

A student must successfully complete:
- 20 hours of an elected/selected leadership position, OR
- 20 hours of community service

WORKSHOP DESCRIPTIONS

Introduction to the Sage OWL Program

Want to be a leader? Are you in a leadership position and need skills that you do not think you have? This introductory program will explain the Sage OWL Program and how you can become involved. Through this program, you will gain experience and skills necessary to be an effective leader now and after graduation.

I Think I'm in Here Somewhere

This one-woman show portrays a diverse array of unpredictable people, each with an unusual approach toward finding happiness and meaning in a world full of obstacles, nonsense, and injustice.

More Time—Less Pressure

Would you like to manage your time better and feel more in control of your life? This workshop will teach you the skills necessary to master lifelong time management.

Sexual Harassment: Recognize It and Learn to Deal Effectively

Sexual harassment is an unfortunate situation that exists everywhere (including colleges and universities, as well as the workplace). Come and learn what you can do to avoid harassment or deal with it if you should become a victim.

Columbus Discovered America and Other Fables

In 1492, around three million people with hundreds of cultures and languages lived on "American" soil. It is doubtful that any of them thought they needed "discovering." This evening program will offer a retelling of some of the not-so-truthful stories in U.S. and world history that have shaped our personal and national identities.

Podiums: Turn Poison into Possibilities

Come and learn ways to present your position in such a way as to be heard. You will be taught skills that will help you to be successful with major presentations, as well as classes and informal meetings.

Leadership Styles (This is a required OWL program.)

Come and learn about your style and how you accomplish tasks. Do you know what leadership style is most comfortable for you? Participants must stop by the Career Development Center and pick up your Myers-Briggs Type Indicator.®

I Learned: You Can Too
This workshop will teach the participant the basics of delegation and the principles of running a meeting. Our presenter is a former student government president at RSC. She learned to be effective in meetings and so can you!

COURSE EVALUATION

In 1993-1994, Russell Sage College instituted OWL, a leadership program that required participants to complete 16 hours of leadership training in addition to giving 20 hours of traditional leadership or volunteer service over the academic year. Completion of the program was recognized by the awarding of a certificate.

To undertake a study of the effectiveness of the program, a 54-item questionnaire was developed assessing several areas of leadership. The questionnaire was completed by the 22 participants in the 1994-1995 program who made up the experimental group, and their results were compared to the 12 nonparticipants who constituted a control group. The initial assessment of both groups, completed before the program began, revealed that the groups were remarkably similar.

Both groups were assessed again at the end of the academic year. OWL participants showed improvement on all of the items, and on over half of the indicators there were statistically significant differences. The control group, on the other hand, showed improvement on fewer than 20% of the items, and compared to the OWLs, on no item was the improvement statistically significant. Areas where the OWLs showed the greatest improvement were planning/organization, decision making, and communication.

While overall the program was felt to be largely effective, four areas were identified as deserving attention in future programming:
- Financial Management
- Working with Groups
- Public Relations
- Oral and Written Presentations

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University of Alabama

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Student Leadership Seminar

Educational Level: Undergraduate
Department: Office of Student Life
Format: For-credit
Stand Alone

OBJECTIVES

- To dispel preconceived notions on leadership.
- To discover and enhance one's own leadership potential.
- To incorporate leadership principles into one's organizational and professional practices.

TEXT

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.

COMPONENTS

Organization Observations/Weekly Journal
Students will be assigned an organization to observe during the first half of the semester. This includes attending student-organization meetings and documenting observations in a weekly journal. Journal entries may also consist of information discussed during the prior class period. Each journal entry will be turned in at the end of class every Tuesday until individual presentations are done.

Mock Organization Project
- Students will be divided into mock organizations that will work together on various tasks throughout the semester.
- Each organization will create a name and constitution. Constitutions (only) are due.
- Each organization will be assigned an organizational category (i.e., Academics, Professional, Coordinating Bodies, Service, Recreational, Special Interest, Honorary, etc.).

- Each mock organization will be expected to carry out the functions of a typical student organization:
  - Plan events/projects
  - Plan membership recruitment
  - Explain officer roles, elections, dismissal
  - Act as if your group has completed an entire year—give a year-end report
- The paper should be five to seven pages, typed and stapled, and should describe in detail your mock organization. The paper is to be done by the group. Only one collaborative paper per organization is required.
- Scenarios/problems will be presented to each group after presentations. Groups must deliberate and devise the best possible solution.

Peer Evaluations

At the end of the semester, you will be asked to evaluate each member of your group based on his or her performance in meetings and contribution to the mock organization project. Evaluations will be given later in the semester.

OUTLINE

Session	Topic
1	Introduction to Course/Review of Syllabus
2	Read Kouzes & Posner, Part One: When leaders are at their best; Part Seven: Beginning the journey.
3	Issues of Race and Gender, Part 1
4	Myers-Briggs Type Indicator®
5	Read Kouzes & Posner, Part Two: Challenging the process.
6	Issues of Race and Gender, Part 2
7	Read Kouzes & Posner, Part Three: Inspiring a shared vision.
8	Constitutions due Read Kouzes & Posner, Part Four: Enabling others to act.
9	Organization Observations—Individual Presentations
10	Organization Observations—Individual Presentations Read Kouzes & Posner, Parts Five/Six: Modeling the way/Encouraging the heart.
11	Ethics
12	Personal Best 2
13	Group Presentations—"Mock Organization"
14	Group Presentations—"Mock Organization"

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University of Michigan

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Michigan Leadership Initiatives (MLI)

Educational Level: Undergraduate
Department: Office of Student Affairs
Format: Varies
Stand Alone

INTRODUCTION

The purpose of Michigan Leadership Initiatives (MLI) is to create a more intentional and integrated approach to leadership and citizenship education for the students of the university from the time they arrive on campus through graduation and beyond. MLI helps guide the University of Michigan in its mission to "develop leaders and citizens who will challenge the present and enrich the future" through: 1) creating an environment of pervasive leadership education that focuses on preparing students to serve as contributing members of a multicultural society and an interdependent world and 2) strengthening the interconnectedness of curricular and cocurricular arenas through partnerships on campus and within the community.

In addition to creating a vision for leadership and citizenship education at the university, MLI has developed a conceptual model for integrating leadership education and the development of active citizens throughout the academic experience. Currently, MLI sponsors several core programs. These programs have been successfully received on campus and are in high demand by students. It is clear from talking with both students and nonstudents that these programs have been instrumental in the personal development of our students and in making positive changes in the "culture" of the institution. As a result of these programs, students appear to be more knowledgeable about resources that are available to them on campus. In addition, student groups are working in a more collaborative and interactive manner than in the past.

PROGRAMS

Michigan Leadershape®

Michigan Leadershape (MLS), a cornerstone program of Michigan Leadership Initiatives, is an intensive six-day, highly interactive leadership development program. The University of Michigan partners with LeaderShape®, Inc., a nonprofit organization based in Champaign, Illinois, to provide the program for Michigan students. The program is marketed to both emerging and established student leaders who see themselves as responsibly connected to the community and who wish to be involved in efforts to create positive change.

Leadershape's mission is to develop young adults to lead with integrity. Three primary goals are emphasized through Leadershape's curriculum:

- Developing a vision for an organization, the campus, or the community.
- Producing results by sharing the vision and bringing it to reality.
- Leading with integrity.

Fundamentals of leadership also integral to the program include self-assessment, team building, ethical and group decision making, effective communication, honoring diversity, and the positive use of power.

MLI incorporates three assessment measures into the program, in addition to its annual program evaluation questionnaire. Pre- and post-program are used to track how student self-assessments change during their experience at Leadershape. A follow-up survey is also sent six months after the completion of the program to monitor longitudinal outcomes of the program. The results of these tools indicate that each participant of Leadershape has grown or changed on all measures as a consequence of the program. These assessment instruments are integral to measuring the success and outcomes of Michigan Leadershape.

Leadership 2017

Leadership 2017 is a summer internship program for experienced student leaders at the university. Program participants are typically students involved in the leadership of student organizations that have a significant impact on the campus community.

The purpose of the Leadership 2017 program is to provide students with information, resources, and support that will assist them in carrying out their leadership responsibilities. In addition, the program provides an opportunity for student leaders to work collaboratively and to strengthen student and staff partnerships. Finally, the program allows university staff and administrators a chance to get feedback from active student leaders on programs, policies, and services affecting students.

Participants are involved in a challenging and intense work and educational program throughout the 12-week summer internship. The program structure is based on a 40-hour work week. The work week is equally divided into two major components: 1) a structured educational program that focuses on the development of leadership skills through personal growth, group interaction, and the sharing of university information; and 2) a project piece that provides students with the opportunity to work together and individually to develop goals and objectives, plan programs, and initiate projects for their organizations and the campus community as a whole.

Leadership 2017 has integrated ongoing evaluation measures throughout its duration, which has provided helpful feedback to improve the program over its first four years. A longitudinal assessment has also been developed to measure Leadership 2017's long-term impact on its students and will be implemented this year.

Leadership Grants Program

The Leadership Grants Program encourages and promotes the development of programs that focus on the leadership education, training, and development of students. These grants are made available to Michigan Leadership Initiatives through corporate funding and university departmental support.

MLI projects approach programming creatively and serve as models for adaptation and replication in other settings. Successful student-initiated programs that have been implemented on campus include programs in the areas of community service, diversity issues on campus, increasing leadership opportunities for University of Michigan students, building a more friendly campus community, improving the Business School orientation, and creating an advisory and support group for student athletes.

Proposals may be submitted by a student organization, student group, or University of Michigan department.

Individuals are ineligible to apply. Selection criteria include:

- Clearly defined and realistic objectives.
- Depth of programming.
- Demonstrated student interest in the project.
- Identifiable procedures for evaluation.

It is MLI's belief that students acquire key leadership-building skills not only through their participation in programs but more importantly in their involvement with the development of these programs.

COURSES

Both introductory and advanced leadership seminars are offered by the Office of Student Activities and Leadership and sponsored by the sociology department. The purpose of the leadership seminars is to expose students to the areas of knowledge and competence that are fundamental to the study and practice of leadership. In addition to the study of leadership, these courses are designed to assist students in making the transition into campus-leadership roles and from campus leadership to professional and community leadership.

Foundations of Leadership (Sociology 389, Section 001)
This three-credit course focuses on developing leadership knowledge, skills, and experience in undergraduate students. Through classroom learning and campus activity involvement, students will be able to integrate the value of cocurricular participation with their own personal and professional development as future leaders. Participants will examine goal setting, individual differences and traits, participation, group development, diversity and multiculturalism, and future trends for leadership. A significant portion of learning will take place through experiential exercises and application of leadership knowledge in campus and community involvement.

Advanced Seminar in Leadership (Sociology 389, Section 002)
This seminar is a course designed to expose students to the areas of knowledge and competence that are fundamental to the study and practice of leadership. The content draws from among areas, such as education, sociology, management, psychology, and political science, that inform the study of leadership. Through lectures, readings, discussions, and projects, this course will enable students to develop their own individual approaches to effective leadership. Furthermore, the course seeks to facilitate growth and self-awareness for each person as he or she looks at leadership and its relation to self and the community at large. Students who have been involved in campus activities for at least two or three years are encouraged to enroll.

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Virginia State University

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Institute for Leadership Development

Educational Level: Undergraduate
Department: Office of the Provost
Format: Varies
Stand Alone

INTRODUCTION

The Virginia State University Institute for Leadership Development (VSU-ILD) is a series of structured enrichment experiences for academically talented students who have demonstrated interest in and potential for leadership. The VSU-ILD is designed to provide students with the requisite knowledge, training, cultural enrichment, and global awareness necessary for them to become visionary, competent, and ethical leaders in the 21st century.

The mission of the Institute for Leadership Development is to prepare selected students for leadership roles in a global society. The Institute will support the development and implementation of experiences designed to provide students with the requisite knowledge, training, intellectual foundation, cultural enrichment, and global awareness necessary for them to become visionary, competent, and ethical leaders in the 21st century.

GOALS

The primary goal is to enrich the undergraduate experience for a select group of students through an interdisciplinary approach that prepares participants to assume leadership roles in the public or private sector.

Specific goals include:

- Preparation of participants for graduate and professional education.
- Provision of relevant experiences related to local, national, and international trends and issues.

- Provision of broad-based experiences that will allow participants to apply leadership principles in solving professional and personal challenges.
- Encouragement of participants to challenge their own perspectives on topics of local, national, and international concerns.
- Increasing the number of students who choose to matriculate at Virginia State University.
- Provision of experiences that will allow participants to develop a broader knowledge and experience base.

EXPECTATIONS

KNOWLEDGE—The participants must:
- Know the basic concepts and principles of leadership.
- Know critical leadership qualities.
- Be able to discuss critical qualities affecting leaders.
- Know issues affecting businesses.
- Be able to identify and assess trends and know leadership skills needed to remain competitive.
- Know the elements of the decision-making model.
- Know cultural diversity issues.

SKILLS—The participants must:
- Demonstrate principles of leadership by completing all assignments and activities.
- Demonstrate the use of democratic principles.
- Participate in leadership skill-building activities.
- Practice parliamentary processes.
- Demonstrate leadership qualities in the performance of assignments.
- Prepare journals and portfolios.
- Design projects for leadership development.

ABILITIES—The participants must:
- Be able to provide leadership to teams of people.
- Be able to conduct meetings using the democratic process design.
- Conduct and evaluate community service projects.
- Assess societal issues and use the decision-making model to address issues and make recommendations.
- Interview and assess skills and qualities of mentors/leaders.
- Compare and contrast different cultures to the United States culture.

MODEL

FRESHMAN YEAR: LEADERSHIP/CONCEPTS/COMMUNITY SERVICE

Objective 1: Introduces participants to concepts of leadership communications, journal writing, and community service.

Strategies:
- Conduct seminars facilitated by community leaders/faculty.
- Study and identify current community issues/concerns (e.g., curb teenage pregnancy)
- Design a community service project based on concerns.

Objective 2: Create a plan for leadership development based on service.
Strategy:
- Assist participants in writing a plan for leadership development (person, career, political, community, organizations).

Objective 3: Observe and shadow leaders in various fields/settings.
Strategies:
- Provide a mentor who will assist in the visits to different settings.
- Summer: Implement community service project.

SOPHOMORE YEAR: COMMUNICATION SKILLS/RESEARCH DEVELOPMENT

Objective 1: Evaluate oral and written communication skills and develop a learning plan for improvement.
Strategies:
- Assess oral and written communication skills.
- Conduct individual conferences with participants to assist in developing an improvement plan with objectives, strategies, and outcomes.

Objective 2: Conduct research by choosing two topics related to leadership and conduct research.
Strategy:
- Provide current topics for selection:
  - Leadership Paradigms
  - Management versus Leadership
  - Value-Added Leadership
  - Dimensions of Leadership
  - Challenges Faced by Leaders in Government Service
  - Challenges Faced by Leaders in Community Services Organizations
  - Challenges Faced by Leaders in Charitable Organizations

JUNIOR YEAR: GLOBAL EMPHASIS/PRESENTATION SKILLS

Objective 1: Explore international cultures through research and travel to other countries.
Strategies:
- Participants will research cultures to determine environments: cultural environments, education system, political system, social organizations, home environments, military leadership.

- Participants will travel to one or two of the cultures researched.

Objective 2: Plan, develop, and implement a leadership conference for VSU.
Strategies:

- Participants will develop a written plan detailing a two-day leadership conference focusing on topics identified by participants.
- Participants will implement and evaluate the conference.

Objective 3: Plan and conduct a community service project.
Strategy:

- Participants will identify a committee to conduct community service.

Objective 4: Explore opportunities for future programming—i.e., Truman Scholar, McNair Scholar, graduate and professional schools.
Strategies:

- Director will set up an "Opportunities for Future Programs Section" in office.
- Externships—spring break
- International trips—summer

Objective 5: Assess and plan career goals for the next five years; next ten years.
Strategy:

- Participants will be provided with a specific form and counseling to record career goals for five years and ten years.

SENIOR YEAR: LEADERSHIP FOR THE 21ST CENTURY/PROFESSIONAL SERVICE

Objective 1: Plan and present yearly seminars for students and the community.
Strategy:

- Design seminars related to challenges faced by leaders.

Objective 2: Present portfolios to a panel of professional/advisory committee members.
Strategy:

- Participants will set up and present portfolios to panel of professionals.

Objective 3: Conduct community service projects on VSU's campus and the community.
Strategy:

- Participants will identify needs and develop community service projects.

Objective 4: Assess graduate schools' requirements for admissions and fellowships.
Strategy:

- Participants will request catalogs from graduate schools and develop a matrix of requirements—GPA, GRE, GMAT, LSAT, MCAT, community service, etc.

Objective 5: Evaluate the operation of organizations and determine how policies are developed and implemented.
Strategies:

- Participants will observe how organizations conduct business meetings and write a summary of findings.
- Participants will study and conduct simulated business meetings focusing on the year's issue.
- Participants will summarize in writing other concepts of policy development and implementation.

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Western Michigan University

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Keystone Leadership Program

Educational Level: Undergraduate
Department: Student Life
Format: Cocurricular
Stand Alone

DESCRIPTION

This program is composed of three individual programs and the umbrella organization. The umbrella organization, the Keystone Leadership Society, is the driving and perpetuating force behind the entire Keystone Leadership Program. The members act as an executive board to the membership of the Keystone Leadership Program. The tasks for which the organization are responsible include: the tracking of activities of all program members, coordinating leadership workshops and special projects, and interviewing and placing all participants in programs. Participation in the Society allows students to dedicate their volunteer efforts in the promotion and continuation of the leadership program. Membership is selected from participants in the Keystone Leadership Program.

In order to become part of any one of the three programs, an individual must go through an application and interview process. In the application process, past leadership experiences are assessed, and participants are asked their goals and what their desired outcomes are for the program. In addition, participants, with the help of the organization, tailor the program to reflect their individual needs for leadership programming. Each interview into a program acts as a placement guide for the individual. Once admitted to the program, a member moves from program to program by obtaining a designated number of points and going through an evaluation or interview by the Keystone Leadership Society. Each program should take from one semester to a year to complete and is individualized depending upon the experiences and motivation of the participant. As a member of the Emerging Leaders Program, the member will receive a Keystone Leadership Program/Society Mentor. At the end of each academic year, there will be a formal recognition ceremony for all members completing their program requirements.

The following components are in-depth outlines for each portion of the program. Please note that, based on the committee's suggestions, the three distinct programs are not considered levels but rather are equal programs that may be taken in or out of sequence. However, the committee assumes that most participants will take the programs in a linear fashion beginning with the Emerging Leaders Program. Because of the opportunities for entry into any program, it will be up to the Keystone Leadership Society to assess individuals' needs and placement within the three programs. This entire program should ultimately be a self-run/governing organization with the guidance of an advisor.

COMPONENTS

Emerging Leaders Program

DESCRIPTION
This program is designed for students entering into a self-discovery of what leadership will mean in their lives. In this program, students will concentrate on individual growth in the setting of organizational involvement.

MISSION
Self-enhancement through development of personal skills, organizational commitment, and longevity within the leadership program and registered student organizations.

ADMISSION AND QUALIFICATIONS

- Completed application including past and current leadership experiences, as well as personal objectives that relate to the leadership program.
- Participation in the Fall Leadership Retreat or winter semester interview with the Keystone Leadership Society (for program self-assessment and placement emphasis).
- Prior to completion of the Emerging Leaders Program members must be a member of a registered student organization at WMU other than the Leadership Development Program.
- Members must obtain a total of at least 210 points from respective areas of the Emerging Leaders Program (see each area for breakdown) to qualify for graduation and admission into the Involving Leaders Program.

SELF-ENHANCEMENT WORKSHOPS—90 points (30-point minimum)
Academic Enhancement (10 points)
Assertiveness and Confidence Training (10 points)
Goal Setting (10 points)
Health Awareness (10 points)
Learning Leadership Styles, Creating Working Model Assessment, Self-Evaluation (10 points)
Parliamentary Procedure (10 points)
Public Speaking/Verbal Skills/Written Skills (10 points)
Stress Management (10 points)
Time Management (10 points)

SERVICE/EXPERIENTIAL WORKSHOPS—100 points (50-point minimum)
Community Involvement/Volunteering (50 points)
Mentor/Mentee (50 points)

ORGANIZATIONAL COMMITMENT PROJECT—50 points
Boosting WMU Pride and Spirit (50 points)

ORGANIZATIONAL COMMITMENT WORKSHOPS—90 points (50-point minimum)
Consensus Building (10 points)
Creative Approaches to Problem Solving (10 points)
Goal Setting (10 points)
Group Dynamics (10 points)
Information Flow (10 points)
Motivation (10 points)
Organizational Models (10 points)
Parliamentary Procedure (10 points)
Team-Building Organizational Skills (10 points)
Retreat Ropes Course (40 points)

DIVERSITY PROJECTS—250 points (50-point minimum)
Cultural (50 points)
Gender (50 points)
Political (50 points)
Religious (50 points)
Sexual Orientation (50 points)

DIVERSITY WORKSHOPS—70 points (30-point minimum)
Cultural (10 points)
Division of Minority Affairs (10 points)

Women's Resources and Services (10 points)
Office of International Affairs (10 points)
Political (10 points)
Religious (10 points)
Office of Lesbian, Bisexual, and Gay Issues (10 points)

RECOGNITION

Upon completion of the Emerging Leaders Program, students will receive the following:

- Certificate
- Pin
- Admission, with interview, into the Involving Leaders Program
- Student Development Report (tracking mechanism that will act as a transcript)

Involving Leaders Program

DESCRIPTION

This program is designed for students who are involved in a student organization(s) and are searching to hone their personal leadership skills while encountering complex leadership and organizational situations.

MISSION

Application of personal skills through service learning and organizational commitment, with an emphasis on management issues and diversity.

ADMISSION AND QUALIFICATIONS

- Interview with the Keystone Leadership Society.
- Membership in an organization other than the Leadership Development Program.
- Members must obtain a total of at least 240 points from respective areas of the Involving Leaders Program (see each area for breakdown).

SELF-ENHANCEMENT WORKSHOPS—80 points (30-point minimum)
Assertiveness and Confidence Training (10 points)
Career Workshop (10 points)
Creativity (10 points)
Decision-Making Models (10 points)
Leading with Integrity/Ethics in Leadership (10 points)
Motivation Workshops (10 points)
Public Speaking, Verbal Skills, Written Skills (10 points)
Social Etiquette Workshops (10 points)

SERVICE/EXPERIENTIAL LEARNING PROJECT—60 points (50-point minimum)
Community Involvement/Volunteering (50 points)
Consensus-Building Workshop (10 points)

DIVERSITY PROJECTS—220 points (50-point minimum)
Cultural (50 points)
Gender (50 points)
Office of International Affairs (10 points)
Political (10 points)
Religious (50 points)
Sexual Orientation (50 points)

DIVERSITY WORKSHOPS—70 points (30-point minimum)
Cultural (10 points)
Division of Minority Affairs (10 points)
Women's Resources and Services (10 points)
Office of International Affairs (10 points)
Political (10 points)
Religious (10 points)
Office of Lesbian, Bisexual, and Gay Issues (10 points)

REGENERATIVE CYCLES—30 points (30-point minimum)
Recruiting New Members(s) to the Leadership Development Program
Helping Implement a Leadership Program Event/Activity

RECOGNITION

Upon completion of the Involving Leaders Program, students will receive the following:

- Certificate
- Pin
- Interview for Keystone Leadership Program for placement
- Student Development Report (tracking mechanism that will act as a transcript)

Keystone Leadership Program

DESCRIPTION

This program hones the leadership skills attained in other programs while giving participants the opportunity to tailor their leadership experience. It relies heavily on the principle of giving back to the community, the leadership program, and the organizations that were the testing grounds for the students' leadership experiences.

MISSION

Comprehensive demonstration of skills acquired through the leadership program by developing, planning, evaluating, and presenting leadership workshops (in the Emerging Leaders Program, the Involving Leaders Program, or in other service/experiential learning areas).

ADMISSION AND QUALIFICATIONS

- Completed application, including past and current leadership experiences, as well as personal objectives as they relate to the leadership program.
- Interview with the Keystone Leadership Society.
- Membership in an organization other than the Leadership Development Program.
- Members must obtain a total of at least 270 points from respective areas of the Keystone Leaders Program (see each area for breakdown) to graduate from the Keystone Leaders Program.
- Upon participation or completion of the Keystone Leaders Program, members are eligible for service in the Keystone Leadership Society.

SELF-ENHANCEMENT WORKSHOPS—20 points (20-point minimum)
Career Workshop (10 points)
Leading with Integrity/Ethics in Leadership (10 points)

SERVICE/EXPERIENTIAL LEARNING PROJECT—200 points (50-point minimum)
Community Involvement/Volunteering (50 points)
High School Leadership Conference (50 points)
High School Recruiting Program (50 points)
(Western Fridays, Saturday Views, Gold Guides, Summer Orientation Presenters for the Office of Student Life)
Mentor (50 points)

ORGANIZATIONAL COMMITMENT PROJECT—50 points (50-point minimum)
Publicity and Promotion (50 points)

REGENERATIVE CYCLES—150 points (100-point minimum)
Facilitation or Coordination of Learning Sessions/Workshops/Projects in the Program (50 points)
Facilitation of University 101 Course (50 points)
Assessment of Leadership Development Program Content (50 points)

RESOURCE DEVELOPMENT PROJECT—50 points (50-point minimum)
Utilizing the Resources of Alumni and/or Corporations (50 points)
Recruitment of a Mentor for Self (50 points)

RECOGNITION
Upon completion of the Keystone Leaders Program, students will receive the following:

- Ceremony
- Medallion at university commencement exercises
- Student Development Report
- Mentor Status
- Standard letter of recommendation from university president

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COCURRICULAR PROGRAMS – COMMUNITY COLLEGE

GULF COAST COMMUNITY COLLEGE 376
Citizen Leadership Training Program
A program that includes skill areas such as team building, change, problem framing and solving, communication, community leadership, citizen leadership, and diversity.

Gulf Coast Community College

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Citizen Leadership Training Program (CLTP)

Educational Level: Community college
Department: N/A
Format: Varies
Stand Alone

DESCRIPTION

The curriculum for the Citizen Leadership Training Program (CLTP) includes skill areas such as team building, change, problem framing and solving, communication, community leadership, citizen leadership, and diversity. The core of the CLTP is two 15-hour blocks of instruction that may be offered as new credit courses, infused into the existing courses, or as noncredit courses of varying lengths. The first training block involves awareness of self and others; communicating and working with others; and learning about local, state, and national government and agencies. The second 15-hour block of instruction presents problem solving, problem framing, negotiation, persuasion, advocacy, change, and action. The curriculum also includes 30 stand-alone courses in leadership skills. The single most important factor missing from traditional leadership programs is the ability to create action—action after a forum, after a workshop, or after a class. Each course includes a commitment to "take the next step" and requires citizens to put skills into practice.

In addition to curriculum, the Citizen Leadership Institute (CLI) developed adaptation, promotion, and how-to guides. The Adaptation Guide offers suggestions and examples to establish and implement leadership across the curriculum, leadership workshops, seminars, and credit courses. It also provides additional curriculum exercises and suggestions for adaptation of the program to various target audiences. The How-To Guide details the process that other colleges might use to implement the training program; therefore, it prompts cost-efficient replication. Gulf Coast Community College's CLI provides materials and training to community colleges in Florida in order that the CLTP might be established at their sites. The CLI serves as a training and resource facility for other colleges with in-house and contract training for the development and management of the CLTP. The development and management training consists of two workshops. Workshop I is a two-day workshop during which participants receive materials needed to replicate the program. Workshop II is a two-day workshop during which participants receive instruction, practice, and certification to be a trainer in the CLTP. While the community college, by nature of its mission, is an ideal vehicle for delivering citizen leadership training, universities, other four-year institutions, and agencies are seeking to build leadership skills in their students and communities through credit and noncredit courses and programs, service-learning experiences, and experiential learning. The CLTP provides those opportunities.

CURRICULUM MODEL

The Citizen Leadership Training Program model states that a citizen leader is characterized by the four C's: Cornerstone—one that recognizes personal and community resources; Communicator—one that passes on information effectively; Collaborator—one that works with others; and Catalyst—one that provokes significant change. Citizen leaders develop through six stages as they build leadership skills: Awareness, Transformation, Commitment, Action, Renewal, and Facilitation. The core curriculum is arranged in stages; however, participants may enter the program at any stage. The highly adaptive and flexible program may be delivered as a 30-hour core or as 14 separate modules of instruction.

OUTLINE

CORE: PART I—AWARENESS AND TRANSFORMATION, STAGES 1 AND 2 (15 hours)

Awareness (3 hours)
Learning about Self and Others (Cornerstone, 1 hour)
Affirming Citizen Leadership Potential (Cornerstone, 1 hour)
Distinguishing Citizen Leadership Style (Cornerstone, 1 hour)

Transformation (12 hours)
Appreciating Diversity and Communicating (Communicator and Cornerstone, 6 hours)
Building an Effective Team (Communicator, 3 hours)
Promoting a Healthy Community (Cornerstone, 2 hours)
Understanding Policy Making (Cornerstone, 1 hour)

CORE: PART II—COMMITMENT AND ACTION, STAGES 3 AND 4 (15 hours)

Commitment (12 hours)
Framing Problems (Collaborator, 4 hours)
Deliberating and Solving Problems (Collaborator, 4 hours)
Negotiating with and Persuading Others (Communicator, 1.5 hours)
Handling Controversy (Collaborator, .5 hour)
Resolving Conflict and Building Consensus (Collaborator, 2 hours)

Action (3 hours)
Effecting Change (Catalyst, 1 hour)
Making Plans and Taking Action (Catalyst, 2 hours)

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COCURRICULAR PROGRAMS – HIGH SCHOOL

These programs offer young people opportunities to learn leadership skills and then practice them in the real world.

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A week-long residential program for students to explore various leadership theories in history, psychology, and business.

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A nonprofit, nonpartisan, educational program that focuses on leadership development for outstanding high school juniors and seniors.

CONVERSE COLLEGE 382
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A five-day program for rising high-school girls that provides the opportunity for them to develop leadership styles and skills in conjunction with communication skills and computer technologies.

FITCHBURG STATE COLLEGE 382
Student Leadership and Peer Educator Program
A unique experiential training program designed to assist students with disabilities to discover or enhance their leadership ability.

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A four- or five-day program that is designed to build the next generation of leaders at the grassroots level.

WASHINGTON COLLEGE 386
Emerging Leaders Seminar
A seminar that enhances the quality of student involvement and aids in the personal and leadership development of interested students.

WASHINGTON COLLEGE 386
Defining the Woman Leader
A seminar that enhances the personal and leadership development of young women in high school.

Birmingham-Southern College

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Student Leaders in Service

Educational Level: High school
Department: Center for Leadership Studies, Office of Admission
Format: Summer camp
Stand Alone

INTRODUCTION

Student Leaders in Service is a week-long residential program for students who will be juniors or seniors in the upcoming school year. During the week, students will explore various leadership theories in history, psychology, and business. They will then apply these theories to hypothetical scenarios, experiences with a community service project, and extensive public-speaking sessions. The week will include an all-day outdoor leadership experience allowing students to explore leadership concepts in an unfamiliar and creative environment.

PHILOSOPHY

Birmingham-Southern College believes that being a leader in today's world means a commitment to the community. The Student Leaders in Service program will analyze leadership roles in community service projects and discuss whether the projects are best serving their constituents. Students will work with programs dealing with subjects such as illiteracy or homelessness and apply their theoretical understanding of leadership to everyday life. Our intent is to reach students with various leadership backgrounds from academic settings to civic groups.

OBJECTIVE

Student Leaders in Service will provide high school students with an opportunity to explore the challenges and responsibilities of being a leader in today's diverse and rapidly changing world.

OUTLINE

Session	Topic
	DAY 1
1	Registration
2	Introductions
3	Overview of Rules
	Solo
4	Man on the Moon
	DAY 2
1	Ropes Course
2	Take Myers-Briggs Type Indicator®
3	Solo
4	*Crimson Tide*
	DAY 3
1	Listening to Differences
2	Service Discussion
3	Service Project
4	Solo
5	Fun and Games
6	Defining Leadership
7	Fun and Games
	DAY 4
1	Different Styles of Leading
	Behavior—Myers-Briggs Type Indicator®
	Learning Styles
	Race—Taking America's Pulse
2	Solo
3	Birmingham Civil Rights Institute
4	Joe Minter's *African Village in America*
5	Barnga's *Hear Me Right*
	DAY 5
1	Service Project
2	Create a Home Page
3	Play: *Alabama Rain*
	DAY 6
1	Simulation Exercise
2	Wrap-up Session/Evaluation

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Congressional Youth Leadership Council

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The National Young Leaders Conference

Educational Level: High school
Department: N/A
Format: Six-day and eleven-day seminars
Stand Alone

INTRODUCTION

The Congressional Youth Leadership Council is a nonprofit, nonpartisan, educational organization that focuses on leadership development for outstanding high school juniors and seniors. Students from across the country come to Washington, D.C., to participate in educational programs that inspire them to assume greater leadership roles both locally and nationally. To date, over 80,000 young people representing all 50 states, the American territories, and several foreign countries have participated in the Council's programs.

OBJECTIVES

- Practice and assess their own leadership skills of coalition building, communication, networking, negotiation, and persuasion.
- Use critical-thinking skills when analyzing information and making decisions.
- Effectively communicate their ideas, beliefs, and feelings.
- Make decisions based on democratic principles.
- Appreciate benefits of cultural diversity and community.
- Recognize, understand, and appreciate a wide range of perspectives.
- Develop commitment to social responsibilities and actions; refine their sense of civic efficacy.
- Construct a personal perspective that enables them to explore emerging events.
- Demonstrate a belief in their ability to make a difference, to have an impact.
- Be receptive to new ideas.
- Address critical issues.

FORMAT

The National Young Leaders Conference (NYLC) is a leadership program designed to honor and inspire top high school students from around the country and world. The theme of the NYLC is *The Leaders of Tomorrow Meeting the Leaders of Today*. The conference offers an opportunity to discuss major issues of the day with the men and women who shape our policies and laws. Through uniquely designed group discussions and educational simulations, students are able to examine and understand the concepts and issues they encounter during the conference. Carefully selected faculty advisors supervise and instruct students throughout their stay. Students also participate in small-group discussions and seminars led by prominent figures from both the public and private sectors.

CURRICULUM

Students examine the concept of leadership in the context of national and global issues, covering both long-term trends and day-to-day events. The NYLC curriculum is based upon a thematic approach to American constitutional leadership at the national level, focusing on the legislative, executive, and judicial processes. The legislative component is exemplified by the "Model Congress," during which students assume the roles of congressional leaders and expert witnesses, proposing legislation and guiding it through to passage, against other student legislators who pose equally compelling arguments for points of view they represent. In another simulation, students role-play the president and cabinet members, responding to international crises such as those that have transpired in Bosnia and Iraq—just minutes away from where political futures are being decided by similar decisions. Finally, they learn more about decision-making processes through arguing a Supreme Court case, thereby enhancing their knowledge of the judicial system.

Through these educational experiences, the students gain an understanding of the complexities of the public process and the importance of their roles in the process. The National Young Leaders Conference calls upon students to become active participants in the American democratic process.

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Converse College

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LEAD (Leadership, Entrepreneurship, and Development) Program

Educational Level: High school
Department: N/A
Format: Summer camp
Stand Alone

DESCRIPTION

The LEAD (Leadership, Entrepreneurship, and Development) program is a five-day program for rising high-school sophomore, junior, and senior girls. The purpose of the program is to provide the opportunity for girls to develop leadership styles and skills in conjunction with communication skills and computer techniques. This is accomplished through leadership training workshops, small-group exercises, panel discussions with women leaders, and computer workshops complete with hands-on learning experiences. The leadership training workshops will include such topics as conflict resolution, communication/presentation skills, motivational techniques, running meetings, goal setting, and determining leadership styles. The computer workshops will focus on the use of Microsoft Office and the Internet.

GOAL

In order to be successful in today's competitive world, young women, regardless of their career/family decisions, need to be taught not only leadership skills, but also to be computer literate. The goal of LEAD is to give rising high-school sophomore, junior, and senior girls the chance to become familiar with the computer and to use it as they learn good communication and presentation techniques as well other leadership skills. LEAD will help young women enhance and develop skills that in turn will improve their ability to become productive leaders in society.

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Fitchburg State College

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Student Leadership and Peer Educator Program

Educational Level: Undergraduate with disabilities
Sponsor: Center for Leadership and Career Education
Format: Workshops
Stand Alone

INTRODUCTION

The Student Leadership and Peer Educator Training Program was developed by the collaborative efforts of the staffs of Project Enable and the Massachusetts Transition Initiative at the Institute for Community Inclusion at the University of Massachusetts and Children's Hospital in Boston.

The program was created to empower students with disabilities at both the secondary and post-secondary levels. It is a unique experiential training program designed to assist students with disabilities to discover or enhance their leadership ability. Program graduates can join a statewide speakers bureau to promote self-advocacy, disability rights, and awareness for the effective transition of students with disabilities from high school to adult life. This train-the-trainer model empowers students to be more active on campus, in the community, and in their own career development. Additionally, the network of speakers and peer mentors that develops from this training is an effective tool for outreach and education of high school students and their families in the critical aspects of transition according to the Individuals with Disabilities Education Act (IDEA).

OBJECTIVES

A main objective in training college students is so that they in turn can provide training to high school students, parents, and administrators through their experiences. Their real-life stories, knowledge of the laws, and rights of students with disabilities create a powerful venue for information sharing.

OUTLINE

Session	Topic
	DAY 1
1	Introductions
2	Overview of Training and Agenda
3	M&M Game
4	Gettysburg Grid
	DAY 2
1	Review Day 1
2	Self-Advocacy
3	Video: *When Billy Broke His Head*
4	Discussion of Video
	DAY 3
1	Laws Related to Disability and Transition
2	Public Speaking
3	Assignment: Preparation of Five-minute Presentation
	DAY 4
1	Preparation Time
2	Student Presentations
3	Feedback on Student Presentations
4	Program Evaluations
5	Wrap-Up

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Mount Ida College

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The Youth Leadership Development Program

Educational Level: High school
Co-Sponsors: Mount Ida College, local high schools
Format: Four- or five-day program
Stand Alone

DESCRIPTION

The Youth Leadership Development Program is designed to build the next generation of Massachusetts leaders at the grassroots community level in cities and towns throughout the state. The program seeks to build a solid foundation of future local and state leaders beginning in high school as a national pilot program to unleash the leadership potential of the commonwealth's communities. As such, the program will create a statewide network of future community leaders who are equipped with enhanced leadership skills and a commitment to their communities' well-being. The program requires all participants to not only acquire a knowledge about leadership skills, but to also apply these skills to their high schools. The program consists of two interrelated components: a classroom-training program and a semester-long leadership externship at the local high school under site supervision by the high school.

At the core of the program is the philosophy that 21st-century democratic leadership will prove to be a process of empowering others rather than the mere aggrandizement of personal power. As such, the program provides an accelerated path for leadership development that is already offered through the high school curriculum. The program thus builds on existing leadership initiatives from Massachusetts high schools and establishes a value-added component for the dynamics of leadership development for youth statewide.

RESPONSIBILITIES

The responsibilities and obligations for each party are as follows:

The High School

- Establish a high school contact person.
- Identify student nominees and select 20 student participants.
- Make available a resource person/advisor to assist students in the development and implementation of a school-based leadership project.
- Submit 50-word summaries of each project with outcomes included.
- Present certificate of leadership at annual Awards Day ceremony.

The Student

- Attend all sessions of the Youth Leadership Development Program.
- Participate fully in the Youth Leadership Development Program.
- Read all identified essays as directed by program instructor.
- Working with an advisor, develop and implement a leadership project at your school.
- Learn and enjoy at the Youth Leadership Development Program.

Mount Ida College

- Provide a Kellogg Foundation-Phi Theta Kappa certified instructor.
- Provide each student participant with a leadership packet.
- Provide a certificate of leadership to each student upon completion of leadership externship project.

GOALS

The program holds that there is no science or secret formula that can guarantee effective leadership. Instead, the program sees leadership development as a lifelong process and that potential leaders develop their own unique leadership style. The program believes that effective leaders throughout history have exhibited practices and skills that serve didactic purposes for contemporary students of leadership. As a result, the program approaches such skills sets and styles through an examination of historical case studies of great leaders, classic writings in humanities and contemporary fiction, speeches and biographies, and films and interactive situational game exercises.

The program is designed to enable students to:

- Develop a sound understanding of leadership.
- Identify a personal leadership orientation and philosophy.
- Develop personal leadership skills and ability.
- Develop a sense of leadership ethics and responsibilities.
- Demonstrate skills to set goals, articulate visions, manage time, resolve conflict, build teams, make decisions, and empower others.

FORMAT

The program encourages participants in active-learning exercises that promote critical-thinking skills, inclusionary education, listening skills, conflict resolution, and group projects. The program relies on the classic seminar approach used in the Harvard Graduate School of Business for case-study analysis. As a result, the program instructor seeks to steer rather than row students on a journey of self-discovery and self-learning. In order to accomplish these goals, all participants must complete all reading assignments as directed and fully participate in classroom sessions.

OUTLINE

Session	Module
	DAY 1
1	Understanding Your Personal Leadership Philosophy This session is designed to enable participants to better understand their assumptions about the nature of leadership and to measure their leadership effectiveness, as well as leadership style range and style adaptability. In addition to grappling with the problems of defining leadership and leaders, participants will identify their leadership style and work toward the design of leadership goals through a personal five-year leadership plan, a leadership journal, and a school-based leadership project. Program Introduction Hersey and Blanchard, LEAD Instrument Assessment Assumptions about people exercises Discussion: "Humpty Dumpty" What is leadership?
2	Designing a Personal Leadership Philosophy Film: *High Noon* Leadership journal Five-year leadership plan School-based leadership project Leader as a role model exercise
	DAY 2
1	Conceiving and Articulating a Vision: Leading with Goals The ability to create and impart a vision proves to be one of the most important skills for all

leaders. Yet inspiring a shared vision is one of the most difficult tasks a leader faces. Sharing a vision requires more than simply knowing one's goals and organization. Participants will explore the dimensions of this topic through assigned readings and game theory exercises.
Cronin and Gardner discussion
Case-study analyses of Lincoln and King
Read: Abraham Lincoln, "Gettysburg Address"; Martin Luther King, Jr., "I Have a Dream."

2 Decision Making
A shared vision without a decisive plan of action will almost always prove useless and lead to dissatisfaction among one's followers. It is a primary task of leadership to put a plan into action and realize a vision. This session investigates the approaches and hurdles to effective decision making.
Lost at Sea exercise
Read: Dostoevsky, "The Grand Inquisitor."
Inference and observation in decision making

DAY 3

1 Leadership Ethics
Effective leaders must be trusted by one's peers and other constituencies. Trust may be earned though combined attributes of personal responsibility and expressed sensitivities. Effective leaders are constantly concerned about the impact of their decisions on society. This session explores issues pertaining to personal and social responsibility for the aspiring leader.
Trust: Acquired and lost
Authority versus leadership
Film: *Crimson Tide*

2 Building Trust and Getting Control of Time
Leaders do not achieve by themselves. Trust has proven a key component that holds all organizational groups and teams together. One of the leader's most basic tasks is the development of faith in the organization and enhancing relations among team members. In addition, time has proven the leader's scarcest and least renewable resource, yet few leaders are taught how to manage time. This session will explore both the dimensions of trust building and effective time management.
Procrastination: Self-assessment charts: Unit 5: "Time Robbers and the Time Log"
Time-management devices
Read: George Orwell, "Shooting an Elephant."

DAY 4

1 Empowering Others and Servant Leadership
The job of leadership is replete with paradoxes. To wit, effective leaders gain power most readily not by hoarding it, but by giving it away. Empowering others is a critical leadership task as is learning to lead by serving others. This session offers participants several strategies and case studies in empowerment and service by leaders.
Mistakes of delegation
Film discussion: *One Flew Over the Cuckoo's Nest*

2 Conflict Resolution
Ours is seemingly a world of increased conflict. Whether conflict is dysfunctional or functional, or an instrument for motivation, it is oftentimes determined by a leader's effectiveness. Often the leader's task is not to remove or mediate conflict but to choreograph it to maximize its positive benefits. This session offers insight into various types of conflict and effective strategies for dealing creatively with group conflict.
Types of conflict
Managing conflict
Making confrontation work
Discussion: Herman Melville, *Billy Budd*

DAY 5

1 Team Building
Effective leaders in a truly democratic society devote much time and energy to building well-coordinated teams who seek to promote the overall effectiveness of the group. Increasingly, the 21st century appears to be one headed toward increased group activity in both business and politics. This session offers some strategies and caveats for leaders regarding team building.
Barriers to teamwork
Effective teams
Understanding groups at work
Film discussion: *Glory*

2 The Leader as Change Maker: Leaders for the 21st Century
The most pressing force facing our leaders is the frenetic and demanding pace of change. Indeed, effective future leaders are compelled to focus on the forces that create a need for change and ways for a leader to overcome a group's resistance to change. Participants will explore what kinds of effective measures of leadership will be required for their generation. All participants will make a verbal presentation of their school-based projects.

Planned versus unplanned change
Embracing change
Taking the mystery out of change
Read: Plato, "The Cave Allegory"; James Baldwin, "Sonny's Blues."

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Washington College

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Emerging Leaders Seminar

Educational Level: High school
Department: Office of Student Activities and Leadership Development
Format: One-day seminar
Stand Alone

INTRODUCTION

The Office of Student Activities and Leadership Development at Washington College recognizes the need to assist students in the development of leadership skills that will benefit them throughout their lives. With this in mind, the Office of Student Activities and Leadership Development has developed a seminar to enhance the quality of student involvement and aid in the personal and leadership development of interested students. By facilitating the development and awareness of student leadership skills, this seminar will foster personal growth, impact the development of career strategies, and prepare students to assume leadership roles within society now and after the high school experience. Participation in this seminar will also strengthen the high school's cocurricular activities and organizations. Whether you are a first-time leader or an "old pro," the program will benefit your personal and leadership development.

OUTLINE

Session	Topic
1	Purpose of Leadership Training
2	Time Management
3	Decision Making
4	Team Building
5	Program Wrap-Up

Defining the Woman Leader

Educational Level: High school
Department: Office of Residential Life and Leadership Development
Format: One-day seminar
Stand Alone

INTRODUCTION

One of the mission statements of the Office of Residential Life and Leadership Development at Washington College recognizes the need to assist students in the development of leadership skills that will benefit them throughout the rest of their lives. With this in mind, the Office of Student Activities and Leadership Development has developed this special seminar to enhance the personal and leadership development of young women in high school. Our vision centers on female empowerment. We feel women possess a unique ability to foster the birth of ideas, concepts, and dreams. It is our belief that as adolescents, it is imperative that young women be offered the skills to enable them to adapt in any situation regardless of gender role constraints. This seminar will explore the misunderstood conflict between a young woman's establishment of an autonomous self and the need to be feminine. It is a presentation of beliefs by different women, ranging in experience; it is a unification of females and a celebration of feminine kinship. Whether you feel you have heard it all before or are wondering where you've been, this experience has the potential to change your life. Take advantage of this program, the only one of its kind in this area, tailored specifically to meet the needs of today's young women.

OUTLINE

Session	Topic
1	Program Introduction
2	Defining Wellness as a Basis for Personal Success
3	Defining Success for Women
4	Defining Cultural and Society's Limitations
5	Defining Your Unique Role
6	Mentoring/Bonding
7	Program Wrap-Up

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PROFESSIONAL PROGRAMS

These examples of leadership development programs for working leaders include training for teams, executives, change agents, leaders of volunteers, human resources professionals, and strategic decision-makers. There are also programs for special audiences—women, Hispanic-American leaders, African-American leaders, church leaders, agricultural developers, and Congressional staff.

CONTENTS

CALIFORNIA DEPARTMENT OF PARKS AND RECREATION 391
Leadership Development
A program designed for all permanent employees to improve their ability to perform their jobs and prepare them for challenges of the future.

CENTER FOR CREATIVE CHURCH LEADERSHIP 392
Creative Church Leader Program
An extensive, intensive, tools-based approach supported by sound leadership research.

CENTER FOR CREATIVE LEADERSHIP 393
Tools for Developing Successful Executives
A program designed to teach human resource professionals and others how to use and apply research and instruments developed at the Center for Creative Leadership.

CENTER FOR CREATIVE LEADERSHIP 394
Leading Creatively
A program that helps participants develop and apply their innate capacities for intuition, imagination, and feeling to complement their already well-developed rational and analytical modes of thinking.

CENTER FOR CREATIVE LEADERSHIP 399
African-American Leadership Program
A five-day program that is designed around the challenges encountered by African Americans in the workplace.

CORNELL UNIVERSITY 400
Executive Education Programs
Three programs designed to enhance leadership effectiveness through the use of strategy, high-performance teams, and strategic decision making.

CORNELL UNIVERSITY 402
Leadership for Change
A program that helps managers and chairs be more effective in initiating and managing change and improving performance in their departments.

DISNEY INSTITUTE 403
The Disney Approach to Leadership Excellence
A program that is helpful for leaders dealing with change, the blending of cultures, and the management of multiple tasks.

HARVARD UNIVERSITY 405
Leadership for the 21st Century: Chaos, Conflict, and Change
A five-day seminar that brings participants to a greater understanding of the theory and practice of leadership and their own leadership opportunities and potential.

HARVARD UNIVERSITY 406
Executive Program for Leaders in Development: Managing Political and Economic Transitions
A program where participants prepare and discuss cases that highlight the difficult decision-making situations faced by leaders in countries in which major political and economic transitions are occurring.

HARVARD UNIVERSITY 407
Programs on Leadership for Senior Executives
An integrated approach to leadership through four interrelated but distinct two-day programs.

INTERNATIONAL CENTER FOR ADVANCEMENT OF ADULT LEARNING 408
Leadership, Entrepreneurship, and Development (LEAD) Program
A program designed to cultivate needed leadership skills through the development of self-awareness.

MIDDLE TENNESSEE STATE UNIVERSITY 410
Leadership Institute Annual Spring Program
A program that provides opportunities for individuals to learn more about leadership, organizations, themselves, others, and higher education.

NATIONAL COUNCIL OF CATHOLIC WOMEN 411
Part I: Discovering Our Gifts; Part II: Sharing Our Gifts; Part III: Enhancing Our Gifts
A retreat that develops leadership through private time as well as group learning and community building.

NATIONAL EXTENSION SYSTEM—COLORADO STATE UNIVERSITY 412
National Extension Leadership Development Program
A program that consists of four week-long seminars to engage Extension personnel in experiential leadership activities.

NATIONAL HISPANA LEADERSHIP INSTITUTE 413
Latina Leadership Program
A program that prepares Hispanic women for national influence and public-policy impact.

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM 414
North Carolina Community College Leadership Program
A program that develops future community college leaders with the belief that quality leadership is important at all levels of community colleges.

NORTHWESTERN UNIVERSITY 415
Frontiers of Business Practices: Inventing and Leading the Organization of the Future
A program that analyses the new business requirements and redefines leadership and organizational models for the future.

NORTHWESTERN UNIVERSITY 415
Reinventing Leadership: A Breakthrough Approach
A program that utilizes a breakthrough approach to essentially "reinvent" leadership.

SCHREINER COLLEGE 417
Continuous Quality Leadership
A program that was designed through a cooperative effort between the college and a local private business that demonstrates the growing trend of public-private partnerships.

SIMMONS GRADUATE SCHOOL OF MANAGEMENT 418
Managing for Results
A one-week practicum in building leadership and communication skills.

STANFORD UNIVERSITY 419
Leading and Managing Change
A two-week program that will increase understanding of the complex challenges that firms and individuals face in times of change.

STANFORD UNIVERSITY 421
Executive Leadership and Management Institute at Stanford
A nine-day seminar with a total immersion format that allows participants time away from the daily grind so that the ideas and lessons can soak in.

STENNIS CENTER FOR PUBLIC SERVICE 422
John C. Stennis Congressional Staff Fellows Program
A program that explores how senior-level congressional staff might fulfill their multiple and conflicting responsibilities better in rapidly changing environments.

TEXAS A&M UNIVERSITY 424
Executive Leadership Academy
A program that consists of two five-day seminars that explore the theory and practice of multiple leadership issues.

TEXAS A&M UNIVERSITY 424
Essentials for New Managers
A program that consists of two five-day seminars that address issues specific to new managers.

TEXAS A&M UNIVERSITY 425
Essentials for New Executives
A program that consists of two three-day seminars that assist new executives in understanding themselves and the organization.

TEXAS A&M UNIVERSITY 425
Center for Leadership in Higher Education
An internship program that offers a powerful and meaningful leadership training experience for employees in the A&M System family.

THE POYNTER INSTITUTE 427
Leadership and Management
A series of seminars that study the key processes of both individual leadership and organizational change.

UNIVERSITY OF CINCINNATI 429
The Business Consortium
A series of seminars that are designed to combine classroom events with on-the-job learning experiences.

UNIVERSITY OF MINNESOTA 433
Bush Educators Program
A program that assist school leaders in developing greater leadership capacity, introducing change, and improving performance.

UNIVERSITY OF OREGON 434
Pacific Program
A program that emphasizes development of both the analytical skills and the interpersonal skills required for effective policy leadership and public management.

UNIVERSITY OF SASKATCHEWAN 435
Canadian Agriculture Lifetime Leadership (CALL) Program
A series of workshops that develop effective leaders for the Canadian agri-food industry.

UNIVERSITY OF VIRGINIA 437
Leadership Development Programs
A series of workshops that provide a comprehensive understanding of the dynamic of a high-performance government.

UNIVERSITY OF VIRGINIA 438
Creating and Sustaining the High-Performing Organization
A six-day seminar that challenges participants to think and act in ways that will contribute to the building and sustaining of high performance.

UNIVERSITY OF VIRGINIA 439
Creating the Future: The Challenge of Transformational Leadership
A five-day seminar that challenges executives to think in new ways about the future of their businesses.

UNIVERSITY OF VIRGINIA 440
Leadership for Extraordinary Performance
A five-day seminar that nurtures the clarity of vision and personal leadership that inspires others to extraordinary performance.

UNIVERSITY OF VIRGINIA 440
Managing Individual and Organizational Change
A four-day seminar that focuses on those individuals in managerial roles who are both managing and experiencing the change process.

UNIVERSITY OF VIRGINIA 441
Power and Leadership
A five-day seminar that explores the fundamental elements in any leadership situation and how those have changed in today's business climate.

UNIVERSITY OF VIRGINIA 441
Service Excellence: People, Process, and Information
A six-day seminar that illustrates the requirement to integrate information, process, systems, and people in unique and creative ways.

UNIVERSITY OF VIRGINIA 442
Human Resource Forum: Key Strategic Human Resource Issues for the Next Century
A six-day seminar that analyzes business strategies and explores the development of human resource strategies that contribute to the achievement of organizational effectiveness.

UNIVERSITY OF VIRGINIA 443
Program in Leadership and Executive Decision Making
A series of five three-day programs that are developed with overall program continuity in mind, providing a diversity of instruction joined with consistency in organizational vision and values.

WOMEN'S NETWORK 447
Women's Leadership Training
A seminar that is research-based and utilizes the latest information and data available on issues of leadership.

California Department of Parks and Recreation

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Leadership Development

Educational Level: Professional
Sponsor: Mott Training Center
Format: Seminars
Part of: Career Development Program

INTRODUCTION

California State Parks Leadership Development is designed for all permanent employees. Its purpose is to improve the ability of each of us to perform our jobs and to prepare us for the challenges of the future. It is not just for supervisors and managers. Leadership development is for everyone expressing an interest, regardless of his or her rank or official title. We are all called upon at various times to demonstrate personal responsibility and leadership, sometimes on the job, sometimes not.

Leadership development will help make California State Parks and its employees more capable of fulfilling our mission. Leadership development is addressed in our Seventh Generation document, which states, in part, that "we invest in our employees; value their diversity; and aim to develop an effective, creative, and highly motivated workforce." We are committed to investing in our employees and offering this opportunity to increase their skills, knowledge, and ability to face the challenges of the future.

GOALS

- Build a high-performance, team-based organization.
- Invest in California State Parks employees by creating an opportunity for leadership development.
- Develop flexible, visionary leaders who are future- and prevention-oriented to manage change.
- Create leadership norms, i.e., a common definition of leadership behaviors.
- Stabilize and improve the process of leadership development.
- Encourage career-long development.
- Help California State Parks compete, survive, and prosper.
- Align the organization in achieving its mission.
- Improve the long-term operation of the organization at all levels.

EXPECTATIONS

There should be a strong correlation between an individual's leadership ability and his or her success in the examination process. Those who participate will have greater promotional opportunity because, in general, they will do better in examinations. In conducting examinations and recruiting for vacant positions, leadership development will be viewed as a critical factor. Whether or not you are afforded promotional opportunity, we guarantee that it will help you understand your role in the department and how it contributes to the mission.

COMPONENTS

- Complete a Parks and Recreation appraisal and development form (DPR 911), identifying your desire to participate in leadership development activities.
- Meet with your supervisor to initiate the assessment and training process.
- Complete a self-assessment instrument to identify strengths and development needs.
- Modify the DPR 911 to reflect needs identified in the assessment after consultation and agreement with your supervisor. This could be structured as a performance contract.
- Annually review the progress and update the DPR 911.
- When an enrolled employee promotes or changes work assignments, a new assessment will be completed.

* * *

Center for Creative Church Leadership

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Creative Church Leader Program

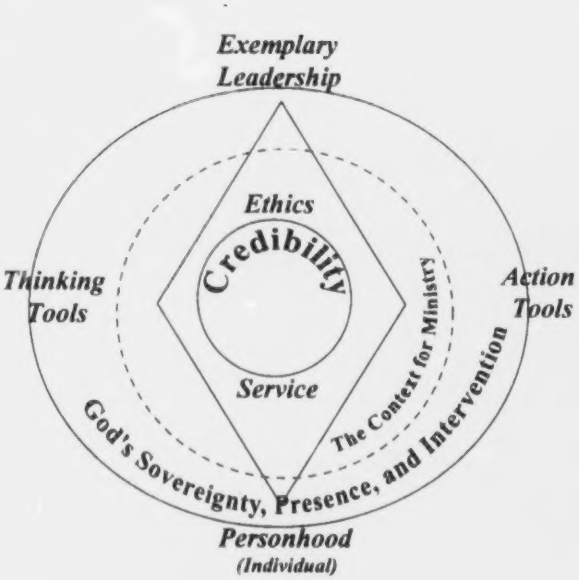
Educational Level: Professional
Department: N/A
Format: Seminar
Stand Alone

DESCRIPTION

The Creative Church Leader Program is an extensive, intensive, tools-based approach supported by sound leadership research. Aimed at developing the leadership strengths, abilities, and potential of key leaders in the local church, the program is normally scheduled over an extended time period to ensure broad-based participation. We focus on in-depth, enhanced learning that covers 9 to 17 days of training and practice. Each session can accommodate as many as 12 participants. Designed with judicatory leaders and program staff in mind, the focus of The Executive Program will be the utilization of the Creative Church Leader Model as a way of teaching pastors and key lay people the tools for creative church leadership.

CURRICULUM MODEL

The center has developed an innovative model for leadership that has been proven effective with clergy and laity who serve in rural, small-town, suburban, city, and inner-city environments. Called the Creative Church Leader Model, it is broadly inclusive and is a tools-based approach for ministry, thereby opening the door for a spectrum of theological points of view. The model has also been used, with some modification, in the corporate and educational sectors, with a great deal of praise for its ease of use and focus on leadership effectiveness.



The key areas of the model are:

PERSONHOOD
- Psychological/Spiritual Hardiness
- Self-Differentiation and Healing
- Spirituality and Positive Self-Regard

THINKING TOOLS
- Six Thinking Hats: Red, Yellow, Green, White, Black, Blue
- Lateral Thinking: Alternatives, Focus, Challenge, Random Entry, Provocation, Harvesting

ACTION TOOLS
- Six Action Shoes: Navy Formal Shoes, Orange Gumboots, Pink Slippers, Brown Brogues, Grey Sneakers, Purple Riding Boots
- Ethical Action Tools: Four Ethical Paradigms
  - Individual versus Community
  - Truth versus Loyalty
  - Justice versus Mercy
  - Short Term versus Long Term

CREDIBILITY: THE SIX DISCIPLINES
- Discovering Your-Self
- Appreciating Constituents
- Affirming Shared Values
- Developing Capacity
- Serving a Purpose
- Sustaining Hope

EXEMPLARY LEADERSHIP
- Inspiring a Shared Vision
- Challenging the Process
- Modeling the Way
- Encouraging the Heart
- Enabling Others to Act

❦❦❦

Center for Creative Leadership (CCL)

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Tools for Developing Successful Executives

Audience: Professionals responsible for human resource development
Department: N/A
Format: Workshop
Stand Alone

DESCRIPTION

The Tools for Developing Successful Executives program is designed to teach human resource professionals and others responsible for the design of programs and processes of management and executive development how to use and apply research and instruments developed at the Center for Creative Leadership (CCL) in their work.

The two-and-a-half-day program focuses on the understanding of development as a system or process that takes into account how adults learn, grow, and change in the context of the work they do. The curriculum is based on ten years of research at CCL on the topic of learning from experience.

FEATURES

- Participants will receive feedback on five instruments developed at CCL for use in programs of development.
- Participants will receive copies of the most recent CCL technical reports used as the basis for the course curriculum.
- Participants will be in the classroom with other human resources development professionals and will have the opportunity to learn with them and from them.
- Participants will receive a manual containing the overheads and exercises used in the course that they may use and adapt for use in their own organizations.

BENEFITS

- Develop an appreciation of the readiness for development in your organization.
- Clarify the purpose of your development initiatives and the relationship of your efforts to the business strategy of your organization.
- Develop realistic outcomes for your work that can be evaluated.
- Develop an understanding of how adults learn the skills and perspectives required to be successful as managers and executives and how your work can enhance the learning process.
- Develop an understanding of how to tie development to the real work of the organization.

COMPONENTS

Advance Preparation
Several weeks before the program, participants will receive a packet of organizational, individual, and 360-degree assessment tools to be filled out for use in the program. The results of these surveys will be woven into the course as example and illustration, and the results will also provide participants with personal feedback about their own impact.

DAY 1

Understanding the model: A model of development is introduced positioning development initiatives as a process rather than an event. This model is the frame that shapes the content for the remainder of the course.

Buy-in and support: Exercises and discussion designed to illustrate how to shape, recognize, and use organizational support for the interventions you are designing.

Purpose: Exercises, survey feedback, and discussion to clarify the purpose of your developmental initiative; the level of readiness for your work in the organization; and the tie of your intervention to the business direction of the organization.

Behaviors to be developed: Exercises to identify the managerial and executive behaviors that you wish to see emphasized in your programs and strategies for ensuring the link between these behaviors and the business of the organization.

360-degree feedback: A discussion of the issues that must be resolved in order to implement a 360-degree program in your organization. In this module, you will receive feedback on one of the assessment tools sent in by your raters describing your behavior as a manager.

DAY 2

Developmental strategies: The bulk of this day is designed to help participants understand the theoretical and practical base for a variety of developmental strategies—learning from job assignments, learning from relationships, learning from feedback, learning through coursework, and learning how to learn. Participants will use case studies to apply the theory and use the tools. A variety of instruments and exercises are also employed to illustrate the concepts. Participants receive personal feedback on three additional surveys.

The role of the manager: A discussion and exercise to recognize the role of the boss in supporting the developmental plans of the participants who are part of your initiative.

DAY 3

Context and accountability: A discussion of strategies that can be employed to evaluate your initiatives. A lecture and discussion about one special type of developmental intervention. Also, includes succession planning programs for high-potentials.

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Leading Creatively

Audience: Professionals
Department: N/A
Format: Workshop
Stand Alone

DESCRIPTION

Leading Creatively was created to help senior managers and executives make sense of—and lead more effectively amidst—the complexity and ambiguity characteristic of today's organizational environments. The program does this by helping participants develop and apply their innate capacities for intuition, imagination, and feeling to complement their already well-developed rational and analytical modes of thinking. The program goes further than introducing the team to creativity tools for stimulating "out-of-the-box thinking"; it helps participants integrate creativity into their ways of looking at strategic issues. It helps them get in touch with their own innate creativity in order to be more effective in the leadership role and helps them fulfill their leadership by stimulating and fostering creativity throughout the organization.

Many contemporary writers on leadership describe "leadership as an art." Leading Creatively accepts the challenge of taking this notion from the metaphorical to the practical. Artistic methods are used to help participants restore their underutilized competencies for intuition, feeling, and imagination. When coupled with their already well-developed analytical skills, participants will be positioned to apply their new competencies in order to revitalize their leadership potential and the creative and productive capacities of the people whose work and lives they influence.

OBJECTIVES

Leading Creatively is designed to assist mid- to upper-level managers to access and channel their creative resources to gain new perspectives into the strategic challenges facing them individually and organizationally. During the program, participants will:

- Discover and develop leadership competencies to help them make sense of complex information more effectively: competencies that will help them make effective decisions even where they are required to make leaps over the gaps in information often found in the strategic planning process.
- Develop new methods for exploring, discussing, evaluating, and reframing current and future leadership issues.
- Gain fresh insights into their leadership and creative styles and competencies.
- Enhance their competency for visionary leadership by generating insightful questions that provoke thoughtful responses, challenge underlying assumptions, and create new perspectives on strategic issues.
- Experience how individual creative strengths can be enhanced and leveraged through group interaction, diversity, and discovery.
- Gain awareness of environmental factors that sustain or inhibit creativity and innovation in their organizations.

FEATURES AND BENEFITS

Creative Environment

Feature: Both through the content of the program and the approach to its delivery, an environment is created for the program that enables participants to lever their existing effective leadership capacities and experiment with new competencies. A safe environment is created that values and

appreciates—and helps them to value and appreciate—their own and each other's existing and newly enacted creative contributions.
Benefit: The unique creative environment characteristic of the Leading Creatively program enables participants to test out new approaches to their issues and provides them with the means for recreating such an environment for those whom they influence.

Holistic Approach to Leadership

Feature: During Leading Creatively, participants learn to approach leadership from a holistic perspective. Leading Creatively helps participants complement their well-developed analytical and rational competencies with the intuitive and human aspects needed for effective leadership in contemporary organizations and institutions.
Benefit: By learning to engage the intellect, imagination, and aesthetic sensibilities simultaneously, participants are better able to deal with the complexity and ambiguity of today's competitive business environment. This holistic approach to leadership helps participants make sense of complex information more effectively. In this way, they will enhance their ability to make effective decisions even where they are required to make leaps over the gaps in information in order to come to new understandings.

Visual Art Making

Feature: Participants learn a range of progressively more complex visual art-making activities, including collage and drawing. This enables them to express the inexpressible—tapping knowledge about which they "know more than they can tell" about the leadership challenges they face.
Benefit: The business world has up until now called for an approach to the world that is symbolic, reductive, and analytic. Leading Creatively challenges participants to take full advantage of their capacities for visual, holistic, and spatial thinking. They learn to connect art and leadership to approach issues with fresh perspectives. They experience firsthand what it is like to successfully engage in other modes of thinking and to experience the benefits of these modes when applied to their own issues.

Metaphor/Storytelling

Feature: During Leading Creatively, participants have the opportunity to create metaphors and write stories about their current leadership situations and problems they are facing in their professional lives.
Benefit: Metaphor and storytelling help participants develop a new tool for making sense of the complexity and ambiguity of today's turbulent organizational environment. Metaphor creates an intellectual and emotional distance that enables participants to explore, discuss, and evaluate in depth the current and future leadership challenges facing them in their personal and professional lives. Participants typically have highly developed verbal skills. Metaphor and storytelling provide a bridge from the verbal skills required to communicate organizations' operational realities to the less familiar arena of intuition where imaginative solutions to complex issues are to be found. Furthermore, it provides them with the leadership competence to build and communicate compelling visions to guide them and their organizations into the future.

Assessment Instruments

Feature: Assessment for development is one of CCL's major competencies. It features strongly in Leading Creatively. Participants receive organizational feedback, feedback on their leadership performance, and feedback on their leadership and creative style. The Farax Leadership Instrument provides participants with 360-degree feedback about their creative leadership strengths and areas for development. Participants also receive feedback on CCL's newest instrument, KEYS, a multi-rater instrument providing participants with valuable insights about their organizations' environments for innovation and creativity. Participants also receive feedback about their own creative styles through the Kirton Adaption-Innovation Inventory (KAI) and the Inquiry Process Inventory (IPI).
Benefit: Participants gain awareness of their leadership and creative styles, as well as their organizations' stimulants for and barriers to creativity. The feedback provides a benchmark of how their and their organization's behaviors' compare with other organizations in CCL's database and a framework in which the participants can evaluate and make sense of their data and make choices on whether—and if so, how—to maximize their own, their work group's, and their organization's effectiveness.

Powerful Questions

Feature: During Leading Creatively, participants complete several activities that teach them how to articulate deep searching questions which stimulate creative insights. They learn to apply a wide variety of searching questions to create depth in perception of objects and events—insightful questions that engage the intellect, the imagination, and all their aesthetic sensibilities.
Benefit: Learning how to form powerful questions helps participants stimulate reflective thinking, challenge assumptions, provoke new thoughts, generate energy, channel inquiry, and evoke even more searching questions. Participants gain skills to elicit new information and ideas about their own leadership situations and the capability to reflect on potential innovative solutions.

COMPONENTS

Advance Preparation: Several weeks prior to attending the program, participants complete the following assessment instruments: Farax, a 360-degree leadership and creativity instrument; KEYS; KAI; and the IPI. Participants also write a short metaphorical story using a prescribed format. The story describes learning challenges they have had or are facing in their lives. On a form provided for the purpose, participants identify and answer some searching questions on a strategic issue with which they are wrestling and are personally committed to develop a creative resolution.

DAY 1

Introductions: After brief introductions, participants are given an orientation to the program. They are then introduced to aesthetics as it applies to organizations—CCL's unique approach to teaching creative leadership. The trainers demonstrate how this approach emerged from real business needs and the recognition that existing approaches for dealing with complex leadership issues needed to go beyond traditional problem-solving approaches. A new approach to resolving complex issues that demands creative leadership is described in terms of four shifts in thinking that participants will learn to apply:

- From an emphasis on creation and generating new ideas to perception in order to reframe issues.
- From the use of verbal methods to visual thinking.
- From conscious to intuitive modes of thinking.
- From tools-based skills to underutilized creative competencies.

Introduction of Visual/Verbal Journal: Participants are given journals to capture their insights and thoughts. Throughout the week, participants are invited to capture their ideas through writing, drawing, or pasting materials from other sources in their journals. This is a key element of the program.

L-Mode/R-Mode and Five Perceptual Skills: Participants are introduced to the notions of r-mode and l-mode and five perceptual skills from the work of Dr. Betty Edwards. Participants focus on accessing the r-mode (their capacities for seeing the world from a visual, spatial, holistic, and detailed perspective). To access the r-mode, participants must learn to shut down the l-mode (their capacities for seeing the world from a symbolic, reductive, mathematic, and analytic perspective). The Five Perceptual Skills (perception of: edges, negative space, relational angles and proportions, light and shadow, and the gestalt or whole) are introduced. Participants will work with these skills through the program both concretely (for example, in drawing) and metaphorically (for example, "What is the 'negative space' in this problem? What have I not previously noticed?").

Baseline Collage: Each participant creates a collage representing his or her current view of the issue he or she wishes to focus on for the week. Participants search for pictures that symbolize aspects of their issues and create overall collages to demonstrate how the issues play out in their organizational lives. The collages are mounted on the walls as a gallery. Each participant can then present and discuss the collage with the group to get new insights into his or her leadership issue. During this module, participants are introduced to a model for sharing information, ideas, and insights with each other in a way that protects the integrity and sensibilities of each person initiating the sharing. The star model is woven throughout the program and is a major factor in helping to create the creative environment characteristic of the program.

Finding Your Voice: We all have a "sweet spot"—a natural tone that expresses our personal vocal signature. Participants will discover this tone and begin with this simple musical building block to explore and improvise, individually and collaboratively. Improvisation is both an experiential and metaphoric avenue to creative leadership. Music will be used throughout the week.

Insightful Drawing #1: R-mode is not easily taught. It has to be experienced. Moreover, the dominant l-mode may need to be "tricked" in order to allow access to r-mode. As the first stage of learning to expand visual perception through drawing, each participant is facilitated through the task of drawing a Picasso *upside down*, so that he or she can experience not only what it is like to work in r-mode but also to learn the value of doing so.

DAY TWO

Creative Leadership: Participants explore new ways of thinking about leadership. The old paradigm saw organizations as machines, and the role of the leader was to keep them running and fix them when broken. Participants discuss the implications on leadership of new paradigms for organizations derived from "New Sciences," such as the study of chaos, which shows that organizations are dynamic, complex, and interdependent. Fractals found in nature can also be found in human systems. These can help us to visually capture and get insights into the complexities of organizational life. Each participant selects a fractal image to represent a dilemma he or she is confronting and reflects on it in order to discover new and creative ways to frame and reframe the issue. Participants capture their insights in their visual-verbal journals.

Farax Leadership Practices Inventory Leadership Instrument: This is completed by the participant and coworkers prior to attending the program. This is a 360-degree-feedback instrument, which helps participants gain insights into their own strengths and areas for development. The instrument was developed in Sweden by Dr. Goran

Ekvall and Jouko Arvonen and is based on their extensive research in Europe and North America. Dr. Ekvall replicated the seminal research completed at Ohio State in the 1950s, which provided the basis for many models and instruments used in leadership development. Ekvall and Arvonen's research found that a new significant factor emerged as a necessary leadership competence for contemporary organizations. They have labeled this factor "Change." This factor captures leadership competencies for generating and supporting the creativity of others. Participants receive feedback not only on how others perceive them on the three dimensions of structure, relationship, and change but on how the organization should be in these three scales. Participants have the opportunity to look at what pleased them, disappointed them, and intrigued them, and what actions they plan to take based on this feedback.

Creative Styles: The KAI looks at creative styles and separates participants into adapters and innovators. Adapters work in the confines of the process (they are patient, methodical, conscientious) and innovators create their own processes (they are restless, impulsive, overcommitted). Innovators might view adapters as timid, compliant, and stuck within the system. Adapters often view innovators as unsound, abrasive, and cavalier. Participants discuss how those with very different creative styles can work together best and what skills those with different creative styles bring to the mix.

Insightful Drawing #2: Participants look at the issues they are dealing with in their organizations through the language of line. Participants begin by exploring different emotions that can be expressed through the language of line. Peacefulness, joy, femininity, anger, depression, sickness—participants are invited to make abstract drawings to portray these different feelings and later to compare their interpretations with other participants. Following this, participants apply the language of line by reflecting on and producing analogue drawings of their issues. This becomes a dialogue between the r-mode and their issues. This process enables participants to gain new perspectives on their issues. They begin to perceive and go beyond the boundaries imposed by conventional expression. This r-mode activity enables participants to suspend the analytic judgment characteristic of l-mode, and they begin to capture the richness and complexity of the issue more fully.

DAY THREE

Insightful Drawing #3: Participants focus on three new drawing skills: pure contour (seeing edges), negative space, and perspective. Participants are invited to draw the contours of their palm without looking at the page, and they are taught to draw their hands realistically in a complex position, using a grid as a starting point. The focus of this experiential activity is accessing the r-mode and developing the skills to think visually. During this exercise, participants discover the importance of looking for the negative space around issues in order to understand issues more fully. The major outcome of this experience is the realization for each participant that he or she has achieved a positive outcome from engaging in r-mode, and now he or she has the confidence to engage in this mode of thinking to benefit him or her in both business and leisure activities.

Power of Inquiry: The purpose of this activity is to develop the skills of articulating powerful questions. Participants review their repertoire in their encounter with a new visual experience and relate this to the kinds of inquiry that characterize their approach to issues. They learn to stimulate a higher order plane of perception by developing insightful questions that challenge existing assumptions, generate thoughtful actions, and energize creative solutions to their leadership issues. In this way, their repertoire is enhanced to include questions that invoke feelings and imagination to support their already well-developed intellectual questions.

Inquiry Process Inventory (IPI): During the program, participants complete and score the IPI. This new instrument is still undergoing development. It helps participants gauge how they communicate with the world visually and verbally. Each participant builds a profile of his or her predominant modes of communicating in four general categories. The Realist favors a sensory viewpoint and focus on a factual, down-to-earth, rational approach. The Designer favors a cognitive viewpoint and focus on competence, clarity, structure, and control. The Designer's output tends to be stylistic. The Expressionist favors an affective viewpoint involving feelings, emotions, enthusiasm, and pleasure. The Intuitive favors a visionary viewpoint associated with an insightful, self-starting, empathic, and integrative approach in search of meaning.

Debrief Homework: Participants focus in on one aspect of their insightful drawings to delve more specifically into the issues or problems they have been working through during the week. They discuss their drawings to access others' insights about their specific drawings.

Insightful Writing: Prior to attending the program, participants complete a metaphoric writing assignment. During this part of the program, they are shown how this process enables them to access their inner voice and develop personal insights through writing. By putting metaphoric distance between themselves and their issues, participants are able to gain new insights into these issues. As participants discover new meaning through their writing, they develop new ways of defining themselves and their leadership roles. Participants are invited to compare their writing styles with the styles of others with similar communication viewpoints—as predicted by their IPI preferences. In this way, they discover how they might enrich their own writing and add to their repertoire of leadership communication processes.

Accessing Intuition: Participants reflect on how many great discoveries, including scientific, have emerged from intuitions—for example, through dreams. Participants are invited to reflect on their issues and are given techniques for remembering and recording their dreams, so they can, if they choose, share a dream or a part of a dream with the group on Day Four. Each participant who chooses to will share a dream with the group in order to derive insights into his or her shared issue that may not have otherwise occurred to him or her.

DAY FOUR

Accessing Intuition: The day begins with each participant being given the opportunity to offer a dream or part of a dream for the group to "own" and process in order to gain new understandings about the group's shared issue. This process is designed to provide a forum for participants to engage a wide range of aesthetic competencies (perception, integration, pre-conscious and visual thinking) in order to create new meaning. Respect and safety are assured to the dreamer, as well as discovery for the group.

Environments for Creativity: Completed prior to attending the program, KEYS is a 360-degree instrument completed by the participants and their co-workers. KEYS is designed to provide participants with feedback about their organization's environment for innovation and creativity. Derived from comprehensive research at CCL in cooperation with Dr. Teresa Amabile of Harvard University, KEYS measures the stimulants and impediments to intrinsically motivated creativity in the organizational environment. Amabile's research demonstrates that people are at their most creative and productive when they are motivated primarily by the interest, enjoyment, and pleasure in the work itself.

Dialogue: Participants refocus on the issues they have been wrestling with through a dialogue process to generate deeper and deeper questions and gain deeper and deeper perspectives into their shared issue. This helps them crystallize much of what they have learned from the week and begin the process of applying what they have learned to the issues of life and work that they came with, now reframed by the week's experiences.

Reading the Room: During the week, both visual and verbal data is accumulated and prominently displayed around the training room. At this stage, participants are invited to gather and analyze the ideas and insights gained during the week. They explore the data derived from the week's activities to note what stands out for them and to make connections, search for patterns, and seek new understandings. In the language of the program, this is essentially an l-mode activity.

Reflective Walk: Participants are invited to move from l-mode to r-mode on a walk in local natural surroundings. This enables them to begin to integrate their thoughts and insights about their issues and express these thoughts and insights in whatever media they choose—drawing, observing, writing poetry, etc. During the debrief following the walk, participants share their associations with the group.

Feedback Stories: Participants are given a process for writing stories about the insights they have gained during the week from instruments and classroom activities. They are invited to invent a symbolic character, who might have had similar feedback, and write a story about this character. The story focuses on an issue to be resolved or a wish the participant has identified. The story progresses through a transformation of the original issue and ends with some kind of positive outcome. Participants then share their stories in small groups in which the listeners critique the story. In this way, a metaphoric distance is maintained from the original issue and the author who can then derive further insights into his issue. The stories are aimed at helping participants make the transition from information to the higher plane of wisdom by using aesthetic competencies for accessing intuition and feeling through metaphor.

Banquet: Participants and staff join for a celebratory dinner. A gift will be given to each participant that will help him or her continue to develop a creative competency after the program has ended.

DAY FIVE

Issue Collage #2: Participants use the r-mode tool of collage to distill what they have learned from the week and begin looking forward to what they would like to create in their organization. During the debrief, each participant develops three key themes for the future and discusses the implications for achieving his or her future visions depicted in his or her collage.

Root Metaphor: Participants develop personal metaphors for themselves. The exercise provides participants with a visual image of where they are today in their personal and professional lives. This is a kinesthetic process designed to stimulate participants' intellect, imagination, and feelings to create metaphors with real personal meaning for themselves. This helps participants develop a clearer perspective about where they are in their lives and what immediate action steps will be needed to move to a future personal vision.

Reframing the Issue: During this part of the program, participants take a fresh look at the issue they began the program with and develop action steps that will carry their new approaches back into their work. They work first of all individually, then in small groups acting as consultants to one another to develop pragmatic actions and ongoing partnerships for implementing the plans they have developed.

Rock Game: A bit of fun to end the program, the Rock Game teaches "what goes around comes around."

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African-American Leadership Program

Audience: Professionals
Department: N/A
Format: Workshop
Stand Alone

DESCRIPTION

The Center for Creative Leadership recognizes that African Americans, as nontraditional leaders, face a wider range of challenges in the workplace than their more traditional colleagues, and do not often have the opportunity to address these challenges in a developmental setting. The African-American Leadership Program (ALP) is a five-day program that is designed around the challenges encountered by African Americans in the workplace. The program provides an opportunity for participants to explore a wide range of issues affecting African-American leaders and their advancement in organizations. The program also helps participants develop a deeper understanding of their own strengths and development needs, as well as an understanding of those outside forces that help to influence their careers. In addition, participants will create personal developmental strategies for themselves as professionals, individuals, and leaders.

BENEFITS

- Gain a better sense of yourself and your potential contributions to your organization.
- Supportive learning environment that allows candid discussion about the participant's whole self.
- Focuses on the unique contributions minorities make in leadership roles and realities of nonsupportive environments that impede advancement.
- Have an opportunity to reflect on the workplace and to develop more effective methods of approaching that sphere.
- Broaden your perspective as an African American and as a leader by focusing on the issues you face, and those faced by African Americans who assume leadership roles.
- Opportunity to network with others of like professional skills and levels and to create new alliances that will extend beyond the week-long program.
- Learn strategic leadership skills necessary to influence decisions and encourage relationship building.
- Strengthen the integration of the personal, professional, and community dimensions of your life.

FEATURES

- A holistic approach to leadership development that considers who you are, how you work, and how to integrate your values and strengths to achieve your goals.
- Extensive one-on-one consultations with CCL professionals who will work with you on the integration of your profile in the direction most important for you.
- A wide range of assessment instruments that provide information and feedback about your strengths and developmental needs, based on questionnaires completed in advance by you and your colleagues.

COMPONENTS

ALP attempts to integrate the participant's entire self into the training program. Looking at matters of race, as well as gender, the program takes leadership concepts and builds on them with each new module, creating a unified whole by the week's end. Throughout the five days, the program gives participants time to examine concepts through discussion and activities. Particularly important is the notion of relationships. This issue has been found to be a key one for all leaders and a critical one for African-American leaders. Consequently, it is explored throughout the week as participants are pushed to examine their own relationships.

Advance Preparation

ALP actually begins several weeks before participants arrive for their five-day class. Participants receive a packet containing several assessment questionnaires that they and their work colleagues, including, superiors, peers, and direct reports, will be asked to complete. The results of these assessment questionnaires are an important part of the program and add a dimension of personalized feedback for the participants during their week-long program. Participants will also complete a biography that provides valuable background for their feedback advisor. In addition, participants will be asked to conduct an interview with a senior executive in their organization. This interview is more than an opportunity to gain exposure; it also will help participants assess key issues facing their organization and identify qualities that are important for advancement on new opportunities to use their talents.

The Program

The early portion of the program is devoted to helping participants understand the value of relationships and assess the type and quality of their own relationships. One avenue for this discussion is a networking instrument created specifically for this program that allows participants to have a graphic representation of their current networking partners. This instrument gives participants a clear idea of what they have in their work relationships, and what they need. Through classroom activities and small-group discussions, participants will have the chance to learn from others' experiences and gain insight on their personal and professional expectations as a leader. Participants will also have the opportunity to share their understandings of the workplace as African Americans and to help each other to better negotiate that environment. Through this support and exchange, participants will learn how to create new relationships and to more effectively utilize their old ones. These discussions also help African-American leaders move beyond the black-white paradigm and help them to position themselves to be leaders in the increasingly multicultural work world. As the program progresses, participants gain an understanding of how the diverse pieces of their lives come together. Through extensive individual consultations, participants will work with CCL professionals to establish personal and career goals. With the goals established, participants can forge specific action plans that unify their skills, commitments, values, and potential. The program also allows African Americans to experience a degree of candjdness and support that is often lacking in their daily work lives.

The Future

Ideally, the program will begin a process of continual learning and growth for the participant's personal and professional life. In addition, the program will give participants a set of similarly placed colleagues with whom they can network and call on for support.

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Executive Education Programs

Educational Level: Senior executives
Department: Johnson Graduate School of Management
Format: One-week programs
Stand Alone

Strategic Leadership in an Uncertain World

PROGRAM FOCUS

In a recent survey, senior executives were asked to provide a list of adjectives to describe their business environment for the next five years. The most frequent choice was "unpredictable." When probed more deeply, they identified several key trends: the complexity of increased globalization, the speed of technological advances, shifting political and trade alliances, and the irresistible force of demographic changes. Their challenge is to enhance their leadership skills so that they can properly shape the strategic initiatives of their firms and thrive in this "uncertain" world. This program is designed to help managers assess their leadership skills and ability to manage ambiguity, master the process of scenario planning and corporate strategy, and maximize their opportunities to effectively lead change in their firms.

WHO SHOULD ATTEND

The program is designed for senior executives who have bottom-line responsibilities and contribute to the strategic decisions of their firms.

PROGRAM BENEFITS

This course is designed to help you:
- Receive individual feedback on leadership skills.
- Master the techniques of scenario planning.
- Develop a strategic approach to ensure the success of your firm in turbulent times.
- Understand the key levers to achieve successful corporate initiatives.

- Improve the overall effectiveness of the participants' teams.

AGENDA

DAY 1
- "Uncertainty" and the Call to Action
- Assessing Your Leadership Style (360° Feedback)
- Introduction to Scenario Planning
- The Evolution of Information Technology at Warp Speed

DAY 2
- The Challenges of Group Decision Making
- Scenario Planning Applications
- Small Group Projects

DAY 3
- A Framework for Corporate Strategy
- Corporate Strategy Application Exercises
- Small Group Projects

DAY 4
- Strategic Computer Simulation

DAY 5
- Leading Organizational Change
- Review of Individual Action Plans

Leading High-Performance Teams

PROGRAM FOCUS

This one-week, experientially-based course has been designed to produce distinct skills and knowledge that apply directly to the leadership of teams. The faculty leaders will provide leading-edge strategies, tactics, and insights into the development and management of teams. Managers will learn how to initiate teams, improve the performance of existing teams, and expand team-based work in the organization.

WHO SHOULD ATTEND

The program is for senior managers who wish to enhance their ability to participate in and lead high-performance teams and optimize the effectiveness of teams within their organization.

PROGRAM BENEFITS

This course is designed to help you:
- Determine which work is best done by individuals, work groups, or teams.
- Compare and contrast "teams" and "groups" and examine their respective costs and benefits.
- Align your team's purpose, culture, and activities with the corporate strategy.
- Develop strategies for building work groups into teams.
- Analyze your team's present effectiveness and how to develop strategies to improve performance.
- Receive 360° feedback about your leadership/ management style and how that impacts the development and management of your team.
- Improve your team's performance.
- Enhance your leadership skills through experiential learning events.
- Develop an individual action plan for leading your team.
- Acquire a broader understanding of other organizations and issues through an open discussion with participants.

AGENDA

DAY 1
- Introduction to High-Performance Teams
- Personal Leadership Style and Team Effectiveness
- The Decision Styles Instrument
- The 360° Team View Instrument

DAY 2
- Leader-Developed High-Performance Teams
- Establishing Team Purpose
- Team Conflict and Other Dysfunctions

DAY 3
- Organizational Change and Team Strategy
- Team Design and Structure
- Personal Action Plan

Strategic Decision Making and Critical Thinking

PROGRAM FOCUS

Although arguably two of the most important skills an executive can possess, strategic decision making and critical thinking have only recently attracted intense study by psychologists, corporate leaders, and business school faculty. Their research has highlighted the importance of understanding how individuals and groups "think" and "make decisions." Designed and taught by one of the country's leading experts in behavioral psychology, this course will help participants learn how to enhance the effectiveness of their own personal style and improve the dynamics of the groups they manage and interact with.

WHO SHOULD ATTEND

This unique and powerful program is designed to increase the productivity and impact of executives on their organizations by enhancing their strategic decision-making and critical-thinking skills.

PROGRAM BENEFITS

This course is designed to help you:

- Identify your personal thinking style through group exercises and diagnostic questionnaires.
- Increase your ability to assess thinking styles of other people and have a greater impact on their decisions.
- Distinguish between "experience" and effectively learning from experiences.
- Learn to envision future possibilities within a realistic and defensible framework.
- Gain insight into common decision-making traps and how to avoid them.
- Discover practical techniques for enhancing individual performance.
- Increase your ability to make sound judgments and add value to the organization.

AGENDA

DAY 1

- Critical Factors That Influence Decision Outcomes
- Key Phases of Decision Making
- The Dangers of Overconfidence and the Value of Confidence
- Thinking Frames: Highlights, Shadows, and Implied Boundaries

DAY 2

- Constructed Decision Frames: Assumptions and Options
- Identifying and Assessing Decision Frames in Real Situations
- How to Change the Frames in Use
- Dominant Thinking Styles: Strengths and Weaknesses
- How Different Styles Complement Each Other

DAY 3

- Strategic Thinking: Complexity and Uncertainty
- Creating Multiple Scenarios
- The Importance of the Decision-Making Process to Ensure Long-Term Quality Outcomes
- The Critical Nature of the Feedback Loop

DAY 4

- The Key Principles for Gathering Intelligence
- The Inherent Traps of Environmental Scanning
- Managing Conflicts Within Groups and Teams
- Avoiding "Group Think"

DAY 5

- Maximizing Your Impact on the Organization
- Review of Individual Action Plans
- The Barriers to Implementation: Organization, Manager, and Individual

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Leadership for Change

Educational Level: University academic and administrative staff
Department: Organizational Development and Educational Services
Format: Seminars
Part of: Leadership Program

INTRODUCTION

Cornell University, like many other institutions of higher education today in the United States, is under increasing pressure to do more with less. Government regulation, competition, reduced resources, changing academic disciplines, new technologies, and changing attitudes toward higher education are a few of the many challenges that lie ahead. These challenges mean change, and change means letting go of the comfortable and routine, and embracing the unfamiliar and new. Meeting these challenges will not be easy. It will take leadership in every department of the university. This leadership challenge, and Cornell's response to it, will likely affect the university's fate far into the next century.

The purpose of Leadership for Change is to help managers and chairs be more effective in initiating and managing change and improving performance in their departments. A basic premise of this program is that leadership is a process of engaging individuals and teams in intelligent dialogue around challenges that are important to them. Out of this dialogue come common values, knowledge, relationships, commitments to improvement, and positive change.

Central to this process is having a structured approach to analyze challenges and reach decisions on the actions to be taken. In this program, you will examine four approaches for engaging people in dialogue and leading them through change. In the strategic planning approach, you will learn how leaders set a direction for their organizations and create visions. In reengineering, you will learn how entire organizational systems are transformed and made more effective and efficient. In the team-building approach, you will learn how to create a high-performance culture for your team.

clarify roles and responsibilities, and hold people accountable. And finally, in the spirit of continuous improvement, you will learn how to lead your team in mapping and improving work processes and solving problems.

Your participation in this program will help you tap into and mobilize the knowledge, experience, and commitment of your people, and lead them effectively. As a manager, you will decide which strategies are most appropriate for your department or unit. You will be responsible for leading those change efforts and, in so doing, will help Cornell meet its challenges now and in the future.

OBJECTIVES

- Evaluate your leadership practices and determine goals for improving your leadership effectiveness.
- Develop specific leadership strategies for creating visions, building teams, empowering workers, and improving morale.
- Analyze four organizational change strategies for increasing your department's performance, including strategic planning, team building, reengineering, and continuous improvement.
- Diagnose your department's needs and determine the most appropriate change strategy to implement in your department or work group following the program.
- Develop an action plan for implementing change in your department.

EXPECTATIONS

- Participate fully in all workshop activities.
- Be open in expressing your ideas and feelings.
- Be sensitive to the needs of other people.
- Adopt an experimental attitude to test new ideas.
- Accept responsibility to use the information you learn effectively and ethically.

OUTLINE

Session	Topic
	DAY 1
1	Introduction and Welcome Objectives, Agenda, Expectations
2	Positioning Cornell for the Future
3	Styles and Approaches to Leadership
4	The Role and Process of Leadership
5	The Spirit and Character of Leadership
6	Leading the Change Process
7	Overview of Organizational Change Strategies
8	Evaluations of First Day and Homework
	DAY 2
9	Review Evaluations Learning Objectives for Day 2
10	Comparative Evaluation of Change Strategies
11	Diagnosing Your Organization's Needs
12	Determining the Most Appropriate Change Strategy for Your Department
13	Force-Field Analysis of Change Strategies
14	Leadership Development and Accountability
15	Participant Action Planning
16	Synthesis and Conclusion

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The Disney Approach to Leadership Excellence

Educational Level: Professional
Department: Professional Development
Format: Workshop and participatory field observation or customized for professional groups
Stand Alone

WHO SHOULD ATTEND

This program is most helpful for leaders dealing with change, the blending of cultures, and the management of multiple tasks. We also find this program helpful to: middle managers wanting to redefine and improve leadership effectiveness, leaders of new projects, or business units wanting to define a leadership style to match their new role.

GOALS

- Compare your personal values with those of your organization to determine ways to improve your leadership approach.
- Evaluate the key points of your organization's vision and translate them into a new vision for the team you are leading.

- Identify leader behaviors that direct the progress of the team toward the vision.
- Bridge the gap between dreaming and doing with a unique leadership tool used at Walt Disney World.
- Determine how to successfully implement directives from your senior leaders by leveraging your personal leadership strengths.
- Use leadership values to uplift, enable, empower, and inspire through consistently reinforced behaviors.
- Ensure that you are a leader who makes an impact!

OBJECTIVES

Dream It: Picture the Future

- See how leaders take responsibility for creating and communicating a vision.
- Understand why a vision for the future is critical to success.
- Employ creativity in developing a vision for your organization.
- Communicate the vision and examine personal methods to inspire passion and commitment in others.
- Discover the importance of connecting the vision to values.

Plan It: Unleash Creativity

- Identify criteria that a leader can use to test a vision and to refine the plan.
- Test the vision by measuring it against the criteria of strategic objectives, organizational strengths, value created for stakeholders, and cultural values.
- Discover the principles of planning and understand what leaders do to implement them.
- Build a working plan using storyboarding.

Do It: Mobilize the Team

- Examine a leader's vision for organizational change and how it is interpreted at different levels of the organization.
- Discover the four E's: components that together comprise the concept of empowerment.
- Understand the relationship between organizational structure and culture, and how they can be changed to create an empowered workforce.
- Apply learnings by identifying barriers to empowerment and explore ways to overcome those barriers.

Stick to It: Sustain the Progress

- Describe and discuss leadership performance and behavior parameters.
- Discover the principles that learning organizations use to keep their teams constantly improving and reaching new goals.
- Examine how these principles can be applied in your own organization.
- Identify leader behaviors that sustain the progress of the team and create behavioral objectives that hold leaders accountable.

Live It: Make an Impact

- Discover the importance of modeling leadership behaviors.
- Study the ways in which leaders ensure that the vision is carried out on a daily basis.
- Explore leadership strategies for making an impact.
- Discover how leadership values uplift, enable, empower, and inspire when consistently demonstrated through behaviors.

OUTLINE

Session	**Topic**
DAY 1	DREAM IT: PICTURE THE FUTURE Examine the first leadership component to understand why a vision for the future is critical to success.
1	Defining the Vision Focus on the distinct differences between the leader's vision and the organization's vision statement, using Walt Disney as a model for visionary leadership.
2	Experience how a vision is created by a leader and adapted by other leaders.
3	The Purpose of Vision Learn the six goals of a successful vision.
4	The Leader's Vision Begin developing your vision through a unique activity that takes you out of the present and into the future.
	PLAN IT: UNLEASH CREATIVITY Examine the second leadership component to build a working plan for implementing your vision for the future.
5	Testing the Vision Discover the four questions that must be asked for measuring your vision against the organization's core competencies, cultural values, strategic objectives, and stakeholder interests.
6	Analyze the original vision for a Walt Disney World Resort location using a new leadership tool to measure whether the investment is a good business decision for the organization. Follow up with an analysis of the revised vision and how it was changed after testing the vision.
7	Leadership and Planning Learn the four principles of planning and determine ways to ensure the principles are followed.

8 Storyboarding: The Bridge from Dreaming to Doing
Create a visual representation of the steps needed to bring your vision to reality by participating in an activity that shows you how to unleash the creativity of your team.

DAY 2 DO IT: MOBILIZE THE TEAM
Examine the third component of leadership and analyze how it was used by the president of Walt Disney Attractions to drive organizational change at the Walt Disney World Resort.

1 Experience how frontline Cast Members have been mobilized by their leaders to carry out the vision and to take responsibility for the business on a daily basis.

2 The Four E's of Empowerment
Discover four reasons why empowerment is more than a buzzword.

3 Barriers to Empowerment
Explore the Empowerment Model to determine how to break down the barriers to empowerment on your team.

4 Learn how performance improved at the Walt Disney World Resort after leaders changed the structure and, in turn, affected the culture of their organization.

STICK TO IT: SUSTAIN THE PROGRESS
Examine the fourth foundation of leadership and how it keeps teams constantly improving and reaching new goals.

5 Walt Disney World Leadership Model
Analyze the four arenas of behaviors that have been classified as critical success factors for Walt Disney World leaders.

6 Leadership Accountability
Learn the two dimensions to leadership success.

7 Principles for Sustaining the Progress
Explore the principles and tactics for sustaining the progress of the organization through an experiential team activity.

8 Sustaining Your Progress
Apply the principles for sustaining the progress of your situation using a Walt Disney World example as a model.

9 Leadership Behaviors
Analyze the process used at Walt Disney World Resort for holding leaders accountable for their progress. Apply this process to yourself to identify your leadership strengths and challenges.

DAY 3 LIVE IT: MAKE AN IMPACT
Examine the last component of leadership, the one that is the central core of it all.

1 Leadership Strategies to Make an Impact
Study the four key strategies embodied by leaders who "live it." Discover how those in the past who have been professional role models for you can help you make an impact as a leader today.

2 Building Relationships
Learn a four-step method for building meaningful relationships with those whose lives you touch on a day-to-day basis.

3 Live the Story You Tell
Take the challenge to improve your leadership performance based on what you have learned.

4 See how the entire Leadership Model comes together. You will witness how one leader has made an impact on others by "living it."

5 Graduation
Receive a certificate of completion at a closing luncheon.

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Harvard University

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Leadership for the 21st Century: Chaos, Conflict, and Change

Educational Level: Professional
Department: Executive Programs
Format: Noncredit residential program
Stand Alone

INTRODUCTION

The goal of this five-day seminar is to bring participants to a greater understanding of the theory and practice of leadership and their own leadership opportunities and potential. The seminar focuses on the power and philosophy of leadership apart from the positions of authority that usually are thought to be its starting point. It describes the characteristics of leadership as an ongoing behavior—not as a person or a position—and provides the prescription, discussion, and provocation for anyone who needs to take the lead in almost any situation, under almost any organizational condition, no matter who is in charge. Learning takes place in four basic formats: classroom discussions, experiential group exercises, individual reading, and reflection.

TEXT

Heifetz, R. (1994). *Leadership without easy answers.* Cambridge, MA: Belknap/Harvard University Press.

COMPONENTS

Classroom Discussions

Participants attend several large classroom sessions covering the following topics:

- Defining a Leadership Challenge:
  - Diagnosing a problem: determining what information you need to fully describe and frame a problem; techniques for collecting information; accounting for external or internal biases.
  - Understanding the nature of a problem: technical problems (solution understood by at least one person; the issue is coordination or implementation) versus adaptive challenges (problem, opportunity, or solution not fully understood by anyone; the issue is discovery and social learning).
- Leadership Strategies:
  - Leading with and without authority: how authority is given and recognized; the difference between authority and leadership; when authority gets in the way; using trust and common values to lead; creating influences and allies.
  - Adaptive leadership: identifying adaptive challenge; pacing change; maintaining attention on relevant issues; transferring responsibility to stakeholders.
- Role of Visioning in Leadership: what is vision; how to make visioning worthwhile.
- Leadership Dynamics: framing issues; pacing change; creating and controlling confusion; reflecting; listening.
- Leadership Tactics:
  - Addressing people's beliefs, values, and habits.
  - Recognizing and dealing with different forms of work avoidance.
  - Creating a holding environment for change; building trust; taking risks.
  - Creating a common understanding through deliberation and discovery.
  - Rereading the behaviors of senior authority figures as a barometer.
  - Intervening at systemic leverage points.
  - Being a lightning rod for attention.
  - Regulating distress to keep it in a productive range.
  - Orchestrating conflict.
  - Choosing the decision-making process: autocratic, consultative, or delegative.
  - Sequencing and pacing the work.

Experiential Group Exercises

In large and small groups, participants engage in exercises designed to allow them to experience leadership concepts firsthand, including leading with information constraints, listening to dissonant voices, work and role dynamics, and creating a holding environment for change.

Small-Group Work

Participants are asked to bring a written description of a leadership challenge they currently face to the program. In small groups, they help define and diagnose each other's problems, comment on proposed leadership strategies, and challenge each other's perceptions and actions.

Individual Reading and Reflection

Participants read *Leadership Without Easy Answers* prior to beginning the program, and receive additional nightly reading assignments of 15-30 pages during the program. Specific time is also set aside for writing in a private journal where participants are asked to reflect on the activities and concepts of the day as they relate to their own leadership challenges or to their perceptions of leadership.

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Executive Program for Leaders in Development: Managing Political and Economic Transitions

Educational Level: Professional
Department: Executive Programs
Format: Noncredit residential program
Stand Alone

INTRODUCTION

During times of great change, leadership is critically important. This is particularly true today in developing, newly industrialized, and newly independent countries where the pace of political and economic change is accelerating rapidly. Leaders are needed who can help craft new solutions to promote more democratic government and more open economies. Leaders need a deep understanding of current conditions, a clear vision of the future, and the ability to think strategically, negotiate effectively, and consider long-term consequences of particular courses of action. They must be both politically astute and economically informed, and they must be simultaneously nationalists and global citizens who understand that major economic, political, and social issues do not respect national borders.

TOPICS

- Discuss recent research on political and economic development and consider new approaches and options for strengthening democratic polities and open markets as well as managing the challenges of globalization.
- Gain experience in assessing the risks and tensions inherent to democratic government and market economies and how these tensions can be eased.
- Sharpen problem-solving, analytic, and strategic-action skills to help them plan, introduce, and sustain major policy and institutional changes.
- Share experiences with their counterparts in other countries in a collective search for effective responses to the challenges of change.

CURRICULUM

Each day, participants prepare and discuss cases that highlight the difficult decision-making situations faced by leaders in countries in which major political and economic transitions are going on. In small-group and plenary sessions, they work together with faculty to analyze the economic, political, and organizational factors that surround such decisions. They consider opportunities for making a difference in such situations as well as the constraints inherent in them.

Participants also develop and present their own cases of situations that have taxed their leadership skills and called forth innovative solutions to difficult problems. A variety of exercises and small-group activities develop skills in problem definition, priority setting, conflict resolution, negotiation, and risk assessment.

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Programs on Leadership for Senior Executives

Educational Level: Professional
Department: Executive Programs
Format: Noncredit residential program
Stand Alone

INTRODUCTION

What is it about good leaders that makes them different from others? Are they born with hard-to-duplicate qualities that enable them to make better decisions, generate better performances, and get better results than anyone else? Or is there a set of fundamental skills for effective leadership that, when taught, absorbed, and practiced, can make a significant difference to any individual and every organization? At the Kennedy School at Harvard University, helping senior executives to meet the challenges of leadership is at the core of our mission. We have spent decades identifying and training leaders for industry and government throughout the world, as well as developing a powerful, effective, and practical curriculum on leadership skills. The Executive Leadership curriculum offers an integrated approach to leadership through four interrelated but distinct two-day programs. These are stand-alone programs that can be taken separately in any order.

PROGRAMS

Managing People for Maximum Performance
This program examines a proven approach to managing performance in organizations that is based on powerful behavioral principles for bringing out the best in people, whether you are trying to manage individuals, teams, units, or the entire operation. Topics include:

- A scientific approach to managing performance in organizations.
- How and why people work: what it takes to get them to do the best job.
- Reinforcing good performance: getting people to want to do more.
- Making good performance pay off: effective, flexible reward systems for long-term success.

- Setting the right goals for the individual and the organization.
- Tracking performance and results: measurement and feedback.
- Case studies: improving performance throughout the organization.
- Implementing the process from the executive level.

Promoting Innovation and Creativity
This program presents a six-part system for managing creativity and creating an environment where ideas can be better assessed and adopted. Topics include:

- The science of innovation and creativity.
- Managing the causes of creativity.
- Strategies for generating innovative alternatives.
- Building an innovation-friendly workplace.
- Raking in spontaneous creativity: developing suggestion systems that work.
- Targeting innovative effort.
- Deciding among innovative alternatives.
- Combining innovation with accountability: private- and public-sector strategies.

Effective Decision Making
In this program, you will learn about a process linked to the science of human performance that will enable you to set up decisions rationally, to detect and avoid harmful biases, and to better orchestrate the decision process in organizations where hundreds may influence the final outcome. Topics include:

- Introduction: four keys to effective decision making.
- How decisions should be made.
- The role of prediction in decision making: data versus intuition.
- Decision traps in group decision making.
- Organizational decision making: managing the process.
- Common errors in individual decision making: how to detect and avoid them.
- How to implement good decision making in organizations.

Building Consensus Through Executive Influence
In this program, you will learn what causes people to yield to or resist persuasion and to recognize situations and the most effective approaches to use in real-life situations. Topics include:

- Influence and the ABC model: getting performance started.
- Business and the psychology of persuasion: six principles of influence.
- The art and science of persuasion.
- Diagnosing and exploiting opportunities for influence.
- Exercises in persuasion: applying the principles in public and private contexts.
- Case studies.
- Putting principles into practice: implementation strategies.

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International Center for Advancement of Adult Learning (ICAAL)

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Leadership, Entrepreneurship, and Development (LEAD) Program

Educational Level: Professional
Department: N/A
Format: Seminars
Stand Alone

DESCRIPTION

Leadership, Entrepreneurship, and Development (LEAD) has been developed as a component of the Managing Adult Principles of Lifelong Entrepreneurship (MAPLE) program. After determining the general lack of "soft skills" or personal awareness training included in most entrepreneur courses, this component was designed to cultivate needed leadership skills through the development of self-awareness.

Leadership fuels vision and generates enthusiasm. While management can organize, it takes leadership to orchestrate. Leaders build the skills imperative to the success of the entrepreneurial endeavors, i.e., willingness to risk, self-confidence, and persistence.

This course is differentiated from others in a number of ways. It is unique to find a course designed to develop the internal skills that separate the small-business owner from the entrepreneur, rather than the textbook business skills of accounting and advertising. Further, the format and style of instruction is unusual in that it has been carefully designed for optimum absorption and understanding despite differences in learning styles among participants.

OBJECTIVES

- Identify personal behaviors that inhibit growth.
- Develop a personal action strategy to overcome obstacles.
- Set goals.
- Write an action plan.
- Learn to recognize change and how to deal with it.
- Learn how to go from transition to transformation.

FORMAT

The course is a combination of lectures, visual materials such as overheads and handouts, class discussion, and short writing assignments. The course is team taught for improved communication. We find that this format is successful in meeting the needs of class members with varied learning styles.

TEXTS

Frankl, V. (1959). *Man's search for meaning*. New York: Simon & Schuster.
Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
Kohn, A. (1986). *No contest*. Boston: Houghton Mifflin.
Kohn, A. (1993). *Punished by rewards*. Boston: Houghton Mifflin.
Krugman, P. (1996). *Pop internationalism*. Cambridge, MA: MIT Press.
Mander, J., & Goldsmith, E. (1996). *The case against the global economy*. San Francisco: Sierra Club Books.
Naisbitt, J. (1994). *Global paradox*. New York: Avon.
Seligman, M. (1990). *Learned optimism*. New York: Simon & Schuster.
Canadian Adult Education Materials

REQUIREMENTS AND EVALUATION

A good leadership program can be measured through reflection and analysis. The LEAD course is evaluated by participant surveys completed before and after the program. An additional survey is taken six months following course completion. This follow-up serves to indicate which skills learned/developed in the program have been found to be most useful and also requests suggestions for course betterment. The findings from these surveys are used to modify the course, ensuring that it remains dynamic and timely.

Evaluation in creative studies is complemented by feedback loops that are both formative (guiding) and summative (final appraisal oriented). Factors such as learning styles and motivation contribute to the end result. Optimal success for all participants is the goal, yet the use of a scoring or points model to measure the outcome for such an intuitive undertaking would be contradictory given that internal development cannot be "measured" by these means.

The goal for LEAD is practice and application. For this, true measurement can only come from the student. Therefore, the only numerical value associated with the course pertains to attendance. Perfect attendance equates to a perfect score.

OUTLINE

Session	**Topic**
1	Orientation Course overview; personal goals
2	Behavior Context and attitude; personal reflection and discussion
3	Motivation From where does it evolve? Reflect and discuss personal enlightenment regarding motivation. Intrinsic and extrinsic
4	Attitude Formation Building a slump? Reflect and discuss early recognition and warning systems to stem these negative states.
5	Choices and Decision Making Helplessness and hopelessness
6	Goals Why, what, and how? Manage your time and your life.
7	Self Skills Image, concept, esteem, and efficacy. How are they formed? Why are they important?
8	Change The forces at play: FEAR and DENIAL, or WELCOME and EMBRACE. Who wins, who loses?
9	Entrepreneurship Why you? Outline of entrepreneurial characteristics.
10	Leadership and Entrepreneurship The relationship between the two, and the building of self from the inside.
11	Winning and Losing Why focusing on winning doesn't make you a winner. Definition of a winner.
12	Culminating Activities New views. Open discussion.

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Middle Tennessee State University

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Leadership Institute Annual Spring Program

Educational Level: Professional
Department: Leadership Institute
Format: Workshop
Stand Alone

DESCRIPTION

The Leadership Institute's goal is to provide opportunities for individuals to learn more about leadership, organizations, themselves, others, and higher education. Fall Creek Falls' lake, cascades, streams, trails, gorges, timberland, and golf course offer a spectacular setting for the Institute, in one of the most popular outdoor recreation areas in the Southeast.

Participants are higher-education professionals from within Tennessee, across the nation, and from outside the United States. The program has a limit of 50 individuals.

Because of the changing nature of people, organizations, society, and leadership, the program's format and speakers change every year. The program strives to get the best speakers who can help others see the leading edge of leadership. We also endeavor to cover the traditional and nontraditional, the rational and nonrational, and the objective as well as subjective aspects of leadership. The following example illustrates the program components.

FACILITATION

During the course of each day, the group will meet to hear nationally known speakers. The group will also be split into four small groups that will meet at various times, in a private room for the four days, with two co-facilitators. The main direction of the facilitators is to guide the group to effectiveness. After an initial leadership discussion, the facilitator's agenda relates to the speaker's information. Their needed and delivered expertise is in listening, guiding, and the art of helping others consider emotion, intellect, and actions. The eight facilitators are higher-education professionals from various universities in- and out-of-state, and they contribute significantly to the success and learning process of the program.

OUTLINE

Day	Topic
1	Opening
	Defining leadership
	Organizational and individual aspects or structure, human resources, politics, culture, and symbolism
	Understanding the gifts of significance, power, authorship, and caring
	Small-group meetings
	Higher-education dinner speaker, usually a vice president, provost, or a university president
2	Reflection on your personal purpose
	Understanding others in our organization
	Current leadership theory and definitions
	Small-group meetings
	Higher-education dinner speaker, usually a vice president, provost, or a university president
3	Understanding the way organizations work with possible reference to Future Search, teams, and small and large groups
	Time to spend with nature, sports, or personal recreation at the lake or the Falls
	Humor in the workplace
	Small-group meetings
	Higher-education dinner speaker, usually a vice president, provost, or a university president
4	How to deal with change
	Understanding the change from control to facilitation
	Honoring those who helped
	Small-group meetings
	Closing

* * *

National Council of Catholic Women (NCCW)

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Part I: Discovering Our Gifts
Part II: Sharing Our Gifts
Part III: Enhancing Our Gifts

Educational Level: Nonprofit professional
Department: Leadership Development
Format: Retreat
Stand Alone

PURPOSE

Leadership Institutes are offered as: Part I: Discovering Our Gifts and Part II: Sharing Our Gifts, each in a three-day weekend format. Part III: Enhancing Our Gifts is an additional one-day retreat. This course fulfills part of the mission statement of the National Council of Catholic Women (NCCW) to develop leadership in its members. NCCW is a federation made of affiliate organizations of national, regional, and local organizations servicing Catholic women in the United States.

The retreats are offered at several sites throughout the year at retreat houses and hotels with joint sponsorship of the national and local Councils of Catholic Women. Although aimed at Catholic women in such organizations, other participants are welcome. Over the past ten years, we have trained over 4,000 men and women, many volunteers and church employees and clergy.

FORMAT

Three trainers, a professional and two lay trainers, from the organization take turns presenting. Various training methods are used, including a combination of didactic, audiovisual, group interaction, personal exercises, pencil-and-paper, skits, simulations, and others. Emphasis is on adult learning methods allowing for private learning time, as well as much group learning and community building. Private consultation is encouraged during meals and socials. Prayer and worship are included for religious audiences, but a secular version of the training is also available.

OUTLINE

Part I: Discovering Our Gifts
This part emphasizes the personal-growth aspects of leadership development and includes the following topics:
- Qualities of a leader
- Self-empowerment and self-esteem
- God's call
- Our gifts/response to call
- Ministry/vocation
- Self-awareness skills
- Interpersonal skills—listening, attending, and others
- Interpersonal skills—dialogue and problem-solving skills
- Time management—getting organized
- Time management—planning skills
- Time management—principles/tips
- Spirituality for leaders
- Stress management and balance for leaders
- Making the most of your mind
- Healthy thinking and positive attitudes

Part II: Sharing Our Gifts
This part emphasizes the organizational aspects of leadership development and includes the following topics:
- The empowering leader
- Transformational leadership—the personal side
- Transformational leadership—the organizational side
- Group dynamics
- Conflict management
- Strategies of change
- Motivation
- Developmental stages of women
- Difficult people: styles, types, and how to use teamwork
- Group decision making, including consensus
- How to use committees and meetings
- Hiring, promoting, and firing the volunteer
- Burnout prevention for busy leaders
- Making transitions and letting go

Part III: Enhancing Our Gifts
This part will be offered to those who have already participated in Parts I and II or equivalents. It will be presented by a professional trainer and a lay trainer in a one-day format with the morning emphasizing chaos theory and change technology and the afternoon using Open Space Technology as an experience of purposeful chaos.

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National Extension System–Colorado State University

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National Extension Leadership Development (NELD) Program

Educational Level: Professional
Department: Cooperative Extension, USDA-CSREES
Format: Seminar
Part of: Extension Committee on Policy

INTRODUCTION

In 1990, the Cooperative Extension System, part of USDA-CSREES, embarked on a leadership development program with support from the W. K. Kellogg Foundation. At the present time, Cooperative Extension directors from the states fund the program and recommend extension personnel as program participants. A National Extension Leadership Development (NELD) Program advisory group selects 25-30 participants for the two-year program.

GOALS

- To enhance the current and future leadership capabilities of the Cooperative Extension System on all levels: federal, state, and county.
- To provide extension leaders with the vision, courage, and tools to deal with the rapidly changing social, political, economic, and environmental climate for Extension programming.
- To help current and future extension leaders examine Cooperative Extension organizational, disciplining, and programming structures so that future programs, resources, and delivery methods are designed for flexible adaptation to meet new and emerging needs.
- To inspire greater support, collaboration, and priority for the extension function among top administrative leaders of the total land grant university system.

FORMAT

The NELD program uses four week-long seminars to engage extension personnel in experiential leadership activities. In addition, a two-week international seminar experience is incorporated in the two-year class. Topics for the seminars include personal leadership theory and philosophy, collaboration and partnerships, organizational renewal and development, and international and cross-cultural approaches. Diversity and leadership ethics are emphasized throughout the seminars. A variety of instructional methods are used, including case studies; computer decision making; team-building exercises; and personal exploration through journaling, creative design, reading, and writing. It is intended that leadership be explored from the perspective of intellectual, emotional, physical, and spiritual dimensions. Advisors are selected to provide leadership insight to the interns.

EXPECTATIONS

Participants are expected to spend 20% of their employment time engaged in the seminars and related activities.

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National Hispana Leadership Institute (NHLI)

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Latina Leadership Program

Educational Level: Professional
Department: N/A
Format: Series of workshops
Stand Alone

VISION

Latinas as ethical world leaders.

INTRODUCTION

National Hispana Leadership Institute (NHLI) was founded to address the need for Latina leadership at the top levels of the public and private sector and to increase the number of Latinas in visible national positions. Through a national recruitment program, NHLI selects 20 Latinas each year to participate in an intensive four-week leadership development program. The fellows are a diverse group from throughout the United States, representing the different Latino subgroups, professions, and ages.

MISSION

NHLI is a national, nonpartisan, nonprofit organization that is committed to the education and leadership development of Hispanic women. It is the only national leadership development program that focuses on the advancement of Hispanic women. NHLI was founded in 1987 by a group of respected Hispanic leaders who recognized the need to develop leadership that would improve opportunities and services for the Hispanic community at the local, state, and national levels.

Its mission is:

- To bring together and prepare dedicated Hispanic women who have demonstrated community leadership to realize their leadership potential.
- To promote the advancement of the Hispanic community.
- To create a national network for positive global change.
- To support and nurture Latina leadership.

PROGRAM

NHLI's national fellowship program prepares Hispanic women with a demonstrated record of community service for national influence and public-policy impact. The National Hispana Leadership Institute provides a four-week intensive leadership program that spans nine months and is implemented in four different cities in the U.S. In addition, each participant mentors two Hispanic women for at least two years and develops a leadership project that will benefit at least 25 Hispanic girls or women.

Creating a National Network: The Power of Community and Support (San Juan Bautista, California)
This first session focuses on the servant leader, community building, developing support networks, diversity, and cross-cultural communication.

Effecting Change Through Public Policy and Management (John F. Kennedy School of Government, Harvard University)
The case-study method gives participants an overview of public management, skills in strategic management, and explores the ethics of leadership.

Leadership Assessment and Development (Center for Creative Leadership)
The Leadership Development Program at the Center for Creative Leadership combines lectures, group exercises, assessment questionnaires, and individual feedback sessions to provide participants with information about their leadership, behavioral, and decision-making styles.

Impacting Decision Makers and National Policy (Washington, D.C.)
Sessions explore the national political agenda and policy development, the legislative process, and meetings with congressional representatives.

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North Carolina Community College System

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North Carolina Community College Leadership Program

Educational Level: Community college professionals
Sponsor: North Carolina Community College System
Format: Not-for-credit
Stand Alone

INTRODUCTION

The future of the North Carolina Community College System is dependent upon the quality and diversity of its future leaders. The North Carolina Community College Leadership Program (NCCCLP) was created in 1989 to provide an interdisciplinary approach to leadership training through professional development. In today's climate of change, issues such as reengineering, budget control, and collaborative approaches to problem solving offer would-be leaders new challenges. NCCCLP's seven-month program provides the ideal preparation and training for those eager to respond to today's challenges.

The North Carolina Community College Leadership Program originated under the auspices of the North Carolina Chapter of American Association of Women in Community Colleges (NC-AAWCC). The program's purpose is to develop future community college leaders in North Carolina. NC-AAWCC believes that quality leadership is important in all levels of community colleges, and that excellence with equity can best be fostered through broad-based professional development opportunities offered to a diverse group.

This leadership training program is designed for persons who have or seek opportunities for leadership within their own organizations. Emphasis will be placed upon the recruitment of women and minorities.

GOALS

- Strengthen the leadership skills of community college employees at all levels.
- Assist colleges in identifying, motivating, and training women and minority employees who can assume leadership roles in their own institutions.
- Inform potential leaders about the history, structure, and governance of the community college system.
- Promote opportunities for networking among employees in the community college system.
- Provide a diverse pool of qualified leaders in community college education.

OUTLINE

Session	Topic
Orientation	Personality Styles Dealing with difficult people Listening
Seminar I	Understanding the Changing Community College System Managing change
Seminar II	Local Governance and Budget Issues Problem solving
Seminar III	Leadership Diversity Team building
Seminar IV	Personal and Professional Communication Facilitation and presentation
Two-Day Retreat	Institutional Politics Advancement Strategies Conflict management and career planning
Graduation	The Leadership Challenge Networking

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Northwestern University

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Frontiers of Business Practices: Inventing and Leading the Organization of the Future

Educational Level: Professional
Department: J. K. Kellogg Graduate School of Management
Format: Five-day program
Part of: Executive programs

OVERVIEW

The rapid transformations taking place in today's global business world require you to constantly examine your organization's strategies and take stock of new ways to meet the resulting business challenges. As a leader, you help to shape your organization's culture and processes, therefore you must develop new ways to think and behave in order to move your organization successfully into the future. In some cases, both your organization and your leadership role must be restructured to remain effective. This program analyzes the new business requirements and redefines leadership and organizational models for the future.

FOCUS

The focus is on the global organization of the future: How is it structured? Who are its leaders? How do the leaders make it successful? How can you lead your organization into the future? The program's senior faculty, including the deans of the Kellogg School and the Institut d'Administration des Enterprises (IAE), will analyze successful global organizational strategies, core competencies, values, and cultures. The program will also provide leadership models to enable you to implement change within your role and within your organization.

WHO SHOULD ATTEND

Senior executives in charge of shaping and maintaining an organization's worldwide strategy and identity are encouraged to attend. The program may also be beneficial for middle- and upper-middle-level executives who have or will soon have strategic senior-level responsibilities.

Reinventing Leadership: A Breakthrough Approach

Educational Level: Professional
Department: J. K. Kellogg Graduate School of Management
Format: Six-day seminar
Part of: Executive programs

OVERVIEW

The business world of today and tomorrow is characterized by turbulence and uncertainty. Managers and companies are realizing that the old "plan, direct, and control" leadership model is no longer working, and they are searching for new guidelines to help them meet and exceed their demanding performance goals. This program utilizes a breakthrough approach to essentially "reinvent" leadership. The seminar delves into the philosophy of leadership in order to develop new strategies for maximizing individual employee performance. As a program participant, you will utilize the new leadership model to assess your personal potential, motivations, and goals for leadership improvement. You will develop a personal leadership action plan that can be implemented for measurable results in your organization.

OBJECTIVES

This unique program is designed to help you break previous paradigms in order to develop new leadership behaviors. You will:

- Be challenged in your basic assumptions and beliefs about leadership.
- Acquire a model for understanding your purpose in life, business, and leadership.
- Explore possible business leadership mind-sets and behaviors for today's turbulent business world.
- Understand how effective leadership improves your performance and that of your team and your corporation.
- Take a new look at business ethics and refine your personal code of behavior.
- Reevaluate the value of passion as a motivator in the business world.

- Understand the meaning of power and its use (or misuse) by leaders.
- Learn to grow as a leader and as a complete person, and learn to help others become leaders as well.
- Develop an individual leadership improvement plan for reentry into your organization.

CONTENT

The program will cover five areas integral to understanding key leadership requirements in a constantly changing business world.

A philosophical model for understanding leadership
- A new leadership foundation.
- The purpose of business.
- The meaning of power in your performance: your individual power map.
- A model of values and ethics: dealing with instability, ambiguity, and conflict.

The leadership challenges and requirements of a turbulent business world
- Reinventing business, cooperation, and work: your participation and contribution.
- Leadership mind-sets and behaviors for a fast-changing world: managing mental construction.
- The creation of knowledge: information with meaning.
- The importance of imagination, creativity, and courage.
- Matching personal aspirations with business needs: four value orientations.

Team and corporate leadership
- Trust and ethics in teams and organizations.
- Key roles for team synergy.
- Team building for leaders.
- Leading exceptional groups.
- Leadership styles and the learning organization: "hot groups."
- The use and misuse of power.

Passion as a motivator for corporate performance
- Reevaluating the importance of power and passion.
- Passion as a condition for performance.
- The vitality factor in leadership; what is your "vitality quotient"?

Creating a behavioral leadership model
- Benchmarking your personal leadership skills.
- Three key leadership behaviors.
- Implementing your personal leadership plan and managing reentry into your workplace.

FORMAT

Seminar sessions are led by faculty of Northwestern University's J. K. Kellogg's School of Graduate Management and by leading European professors from the Institut d'Administration des Enterprises (IAE) in Aix-en-Provence, France. This dynamic faculty infuse the program with a global perspective and the vital knowledge gained from years of experience in the fields of leadership and human resources. Sessions include lectures; case studies; addressing relevant, realistic issues; self-assessment workshop exercises; and discussion with successful corporate leaders who share their personal leadership approaches.

WHO SHOULD ATTEND

This seminar is ideal for mid-career executives who want to develop personally as leaders and as people, to maximize their managerial effectiveness, and to develop a course of action for the future. Since participants will have comparable management responsibility with diverse backgrounds and experiences, this program is an excellent opportunity to exchange ideas and insights with peers. Participants may include managers from foreign companies and U.S. managers with foreign business experience.

EVALUATION

We have a very thorough evaluation process to ensure that our programs continue to meet the needs of our customers. Participants evaluate each section of the program curriculum and the corresponding professor on a point basis (scale of one through five, five being the highest). In addition, participants are asked for written feedback on each section and professor, and what, if anything, they think should be done differently and why. Participants are also asked to complete an exit survey regarding various aspects of the course. At this point, they have the opportunity to make a written statement about the course and to volunteer to serve as references for executives who are interested in the course. We rely a great deal on the references of past participants, and we are proud of their positive recommendations.

* * *

Schreiner College

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Continuous Quality Leadership

Educational Level: Professional
Sponsor: Shreiner College, Continuing/Extended Education, and Mooney Aircraft
Format: Series of modules
Stand Alone

DESCRIPTION

This program was designed through a cooperative effort between Schreiner College and one of Kerrville's largest and fastest-growing employers, Mooney Aircraft. Members of the two organizations compiled a list of needs of this rapidly expanding industry operating in an area with low to no vocational-training opportunities. Several training needs were identified, among which was the need to first train the supervisors toward new standards of quality product. With that in mind, Mooney's decision to empower employees to make front-line decisions drove the curriculum toward an overall problem-solving locus. Even though the course seemed to be geared toward an industry, Schreiner College supervisory personnel requested inclusion in this education. As of now, Mooney Aircraft pays all tuition costs for approved employees, and Schreiner College employees approved for the course are offered this training as a tuition-paid benefit.

COMPONENTS

MODULE 1

Problem Solving/Organizing Work
This portion of the Continuous Quality Leadership series will explore and apply systematic techniques for solving problems and implementing solutions; develop action plans to accomplish goals; analyze and practice skills needed to organize the workday; explore techniques for assigning and giving instructions. Basic problem-solving models are presented for which students are required to create new paradigms and to understand how to create positive change.

Stress and Time Management
Participants learn to recognize the symptoms for stress and ways to deal with work-related stress problems, and learn techniques to reduce and cope with stress. Requires students to look at their work/personal time loads, do time-management changes, and understand the implications of stress and the need for stress relievers.

MODULE 2

Interpersonal and Organizational Communication Skills
This course will explore the elements of effective communication; barriers to interpersonal and group communication; how to work with internal and external customers; begin the team-building process; and will apply these skills in effective communication simulations. Interlaced with theory, students will practice learned skills in small groups, discussions, self-analyses tests, and observation tasks.

Daily Performance Management
Participants will learn how to improve productivity; prevent formal disciplinary actions; assess leadership style; counsel problem employees for positive results. Follows a format derived from identifying self and significant employees on the Managerial Grid to situation role-playing.

MODULE 3

Supervisory Responsibilities
This course covers position orientation; the transition to supervisor; sizing up the job; task and people orientation; leadership and team-building skills. Includes basic discussion, in-class exercises, and team decision-making case studies.

Training and Coaching
Participants will observe and practice basic on-the-job training and coaching skills, and learn how to ensure an ongoing developmental program for subordinates. This course incorporates one-on-one coaching sessions; team/coaching activities and exercises, including a ropes course; and concludes with a session in which participants demonstrate coaching techniques.

MODULE 4

Legal Issues of Supervision
This course will cover legal issues such as the supervisor's role in supporting the corporation's EEO policy; defining prejudice; preventive steps against sexual harassment and discrimination complaints; knowing the basic Texas employment and interviewing laws; identifying employees for the employee assistance program or counseling. This section is highly technical and tends to be more lecture/

note-taking in design. Videos and case studies are also presented.

Ethical Issues of Supervision
Basic business ethics will be covered through case studies, with video vignettes of actual cases that will be used for small-group discussion and problem solving.

Employee Performance Appraisals
Participants learn to prepare and conduct a performance appraisal in accordance with legal and corporate policies. The course will also cover positive discipline techniques, decision making for demotion or promotion, and merit increases.

MODULE 5

Telecommunication and Internet Research in the Corporate Setting
The course will take the students through the basics of the Internet and the new research technology available to keep up with competitors, suppliers, and marketplace innovations. Depending on availability of Internet hardware, students will have a hands-on experience in researching a problem of their choice. If the class is too large, class will be taught more by demonstration than complete hands-on.

Advanced Problem Solving and Systems Design Through Technology
This is an interactive course that covers advanced problem-solving techniques, and should only be taken after the other modules are completed. It is designed to incorporate earlier studies in leadership, team building, decision making, and group dynamics as participants experience and simulate the new management/worker/team roles as they work on a systems-simulation project. As a capstone course to the Continuous Quality Leadership course, a general overview of quality principles will be provided that will address Deming and the quality movement, continuous improvement, employee participation and development, and the importance of focusing on the customer. The course will require participants to design a problem on computer that operates a robotic model (generally a car, truck, dump truck, etc.) that they will build. Cooperative teams will complete the project using laptop computers and MediaGarden curriculum and technology.

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Simmons Graduate School of Management

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Managing for Results (MFR)

Educational Level: Professional
Department: Management Development Programs
Format: One-week practicum
Stand Alone

INTRODUCTION

Managing for Results (MFR) is a one-week practicum in building leadership and communication skills. The program has two defining characteristics on which the curriculum is centered. First, MFR examines the specific issues and challenges women uniquely face in management today. Second, MFR is geared toward the individual: each participant's skills are individually critiqued and her workplace problems analyzed and strategized.

WHO SHOULD ATTEND

Women at every level who supervise, coordinate, motivate, or persuade others should attend MFR. Even managers with extensive prior management training find this seminar beneficial.

COMPONENTS

Leadership Strategies
Participants learn the leadership skills required to identify the opportunities for change; get people behind that change; foster creativity and innovation both in themselves and in their employees; and proactively manage themselves, their departments, and the change process.

Communication Strategies
Through the communication curriculum, participants learn the strategies that enable them to effectively use communication as a tool for advancing their team's agenda as well as the organization's. Participants learn to identify and adapt to

an organization's communication and management protocol. They become aware of the dynamics that may be operating in cross-cultural, cross-style, and cross-gender interactions, and learn to manage them. Additionally, they learn to communicate persuasively by packaging their message according to the needs of their audience.

Personal Strategies
Through the use of extensive videotaping and individual consultations, participants return to the job with an accurate assessment of their strengths and weaknesses and with defined strategies for managing their responsibilities. This results in increased productivity through improved interpersonal effectiveness, and a greater ability to both influence the people they manage and draw out their employees' greatest contributions.

EVALUATION

The certificate program, Managing for Results, conducts a variety of evaluations throughout and after the program. The participants are evaluated after each subject is completed to determine the level of satisfaction and to query whether any changes are recommended. Additionally, six months after graduation, the participants are surveyed to discover how the information taught is being applied.

OUTLINE

Day	Topic
1	Welcome Reception/Orientation
	Communication Strategies 1
	• Manager as leader, Part 1
	• Tools for leadership
2	Communication Strategies 2
	• Protocol
	• Style
	Presentation Skills 1
	• Physical skills
	Presentation Skills 2
	• Videotaping of presentations
3	Communication Strategies 3
	• Culture
	Presentation Skills 3
	• Analyzing audience
	• Structuring messages
	• Managing audience
	Management and Behavior 1
	• Women and the work environment
	Presentation Skills 4
	• Feedback on presentations
4	Negotiations
	Management and Behavior 2
	• Managing conflict and change
	Small-Group Strategizing Session 1
5	Small-Group Strategizing Session 2
	Communication Strategies 4
	• Gender
	Presentation Skills 5
	• Presentations to group
6	Communication Strategies 5
	• Manager as leader, Part 2
	• Change agent
	Small-Group Strategizing Session 3
	Management and Behavior 3
	• Managing work relationships, job changes, and risk

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Stanford University

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Leading and Managing Change (LMC)

Audience: Senior-level executives
Department: Business School
Format: Two-week seminar
Stand Alone

INTRODUCTION

You are a senior manager constantly bombarded with demands for change. So far you've been successful operating chiefly by intuition. To remain successful, you must understand the key role that leadership plays in effecting change and learn how to plan and implement change in your organization. Stanford's executive program, Leading and Managing Change (LMC), will help you build the conceptual framework you need to lead your organization in a new direction.

The program's multidisciplinary faculty recognize that change is a complex process; changes in one part of the organization have profound effects on other parts. Faculty members examine such topics as the match between corporate strategy and corporate culture; they show how to build trust and overcome resistance to change, how to create networks as a vehicle for change, and how to use improved product-development processes to facilitate overall change. The two-week program will give you the time you need to understand the complex challenges that firms and individuals face in times of change and to internalize those ideas in light of your own experience and needs.

CURRICULUM

How would you go about building a visionary company that will continue to prosper after decades? How can you change your organization by improving the product-development process? How can you overcome resistance to change, build a strong corporate culture, and manage human resources more effectively?

We don't offer easy answers to these questions. Our goal is to help you identify the key leverage points for change and then choose the ones that make sense to you and fit your organization's particular needs.

To effect this goal, we create a learning community made up of you and your fellow participants and a cross-section of Stanford Business School faculty. You will meet in the classroom and out, experiencing a rich mixture of lectures, case analyses, role-playing, and team meetings, all designed to help you introduce and lead change when you return to your organization.

PROGRAM CONTENT

The Role of Leadership in Change
- Models of organization
- Negotiation strategies for managers
- Managers and styles of managing
- Group dynamics
- Managing group conflict
- How to diagnose organizations
- Approaches to changing organizations
- Building trust in creating change
- Political dynamics of change
- Empowering others
- Using organizational networks for change

Strategies and Technologies of Change
- Cross-cultural change
- Process redesign
- Building on core competencies as a strategy for change
- Building visionary companies
- Overcoming resistance to change
- Implementing human resource change
- Creating innovative organizations

WHO SHOULD ATTEND

To be eligible, candidates must have:
- Ten or more years of managerial experience.
- Significant responsibility within their organizations.
- Proficiency in English—all classes and reading materials are in English.

OUTLINE

WEEK ONE

Day	Topic
1	Introduction Team meetings
2	An Organizational Model: Vision I, Vision II, Application
3	Post-Heroic Leadership Decision-Making Styles Handling Group Conflict Empowering Others Team meetings
4	Negotiation Strategies for Managers: Introduction and Planning; Negotiating for Competitive Advantage; Creating and Claiming Value Stream Analysis Workshop (optional) Team meetings
5	The Political Dynamics of Change: I, II, III Global Women Leaders: I, II Team meetings
6	Managing the Change Process: A Social Influence Perspective Change and Influence II Achieving Change Through Others: The Power of Empowerment Leading Through Networks II
7	Building Visionary Organizations: I, II, III

WEEK TWO

Day	Topic
1	Team meetings
2	Introduction The Reintegration of Work Multifunctional Teams Capacity Management Congestion and Delay in Business Processes Team meetings
3	Cross-Cultural Communications: I, II Cross-Cultural Change Stream Analysis Workshop (optional) Team meetings
4	Linking Strategy with Human Resource Practices Core Competencies and Adapting to Change: I, II

Implementing Human Resource Change
Competitive Advantage Through People
Team meetings
5 Winning Through Innovation: I, II, III
6 Planning for Back Home: I, II
Review and Closing Remarks

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Executive Leadership and Management Institute at Stanford

Educational Level: College and university professionals
Sponsor: Western Association of College and University Business Officers
Format: Nine-day seminar
Stand Alone

DESCRIPTION

The Institute is very different from a conference or "drive-through" seminar. It emphasizes in-depth discussion of issues, with time to explore and reflect. It offers time away from the daily grind so that the ideas and lessons can soak in. The total immersion format allows you to get to know the other participants and faculty in ways that are not possible through brief contacts.

CURRICULUM

The Institute is organized into a series of curricular themes that emphasize skills. These are a series of linked experiences designed to increase awareness of yourself as a leader and to understand and practice skills most important to your success in administration. Each session is led by at least one Institute faculty member, with emphasis on participant interaction, visuals, materials for later reference, and practical advice. Each theme is organized to link with others so that the Institute represents a single, continuous experience—not a series of discrete lessons. A summary is provided as a finale to all the sessions.

The curricular themes are:

- Anticipating and managing crises.
- Motivating and evaluating your staff.
- Effectively leading efforts to improve quality and reduce costs.
- Using technology to improve your personal effectiveness.
- Distinguishing yourself and your ideas from the crowd.
- Avoiding the "sticky web" of lawsuits and civil liability.
- Guiding others through the troubled times of change.
- Managing your career and avoiding personal disasters.
- Making high ethical standards part of your management style and your organization's culture.

OBJECTIVES

- We emphasize skills rather than mastery of a body of information about administration.
- We use a variety of formats: lecture, roundtable discussions, demonstrations, case studies, videotaping, one-on-one analysis.
- We stress cutting-edge issues and forward thinking, not those concepts that are well known, well accepted, or purely philosophical.
- We place a high priority on keeping participants involved in the Institute through continuing contacts through e-mail, "booster-shot" sessions, follow-up evaluations, and alumni events.

BENEFITS

We stress extensive interaction among participants and faculty, so that people get to know each other well. This frequently results in long-lasting relationships and extensive networking; participants frequently communicate and get together at national meetings or conferences.

We provide materials that are useful as references for yourself and your colleagues back on campus. These consist of case studies, charts, summaries, and handouts of the visuals shown during the sessions. We would like the written record of your stay at the Institute to be as helpful as possible in the future.

We offer candid one-on-one assistance. Each participant is asked to fill out a confidential questionnaire during the orientation to identify special needs. Formal sessions with the Institute director are scheduled throughout the Institute to discuss specific issues and problems at the option of each participant. A private videotaping and critique is available with the Larsen Palmers, nationally prominent communications experts and members of the Institute's faculty. Faculty are available after the Institute to follow up issues and ideas. We make every effort to tailor the experiences to the needs and circumstances of you as an individual.

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Stennis Center for Public Service

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John C. Stennis Congressional Staff Fellows Program

Educational Level: Senior Executive
Department: Legislative Branch/U.S. Congress
Format: 18-month program
Stand Alone

INTRODUCTION

Senior staff of the United States Congress must understand and be able to deal with the quickening pace of change and ever-increasing complexity in national and global affairs. In jurisdictions around the world, and in both the public and private sectors, such changes are overwhelming established methods of organizing and governing that were developed for a world of more limited information, greater stability, and clearer boundaries. In today's rapidly changing context of governing, familiar boundaries (whether temporal, physical, ideological, institutional, or procedural) are being challenged, blurred, or erased. What once was given—roles, patterns of relationships—now must be continually renegotiated. These shifts are very difficult to perceive, much less address. Their time horizon exceeds that of most planning.

Stennis Congressional Fellows are a bipartisan, bicameral group of 28 chiefs of staff, committee staff directors, legislative directors, general counsels, and senior professional staff, nominated by members of Congress, and competitively selected during each Congress. Through the collective learning process of the Fellows program, they "Look Ahead" (over the next 10 to 15 years) to explore:

- How the global and more immediate contexts of governing are fundamentally different today.
- The implication of those changes for the future effectiveness of Congress as an institution.
- How senior-level congressional staff might fulfill their multiple and conflicting responsibilities better in rapidly changing environments.

DESCRIPTION

Once selected, each new group of Stennis Fellows forms a Fellows' Roundtable, which looks ahead to the future environment the institution will face and explores the implications for building a better, more effective Congress. The Stennis Fellows' Roundtable convenes approximately once every four-to-six weeks over a 12-month period.

During the period of fellowship, while remaining in their jobs, Stennis Fellows:

- Set the issue agenda they want to address.
- Meet with distinguished outside experts (national and international), and among themselves, to explore issues of leadership, governance, and congressional management.
- Synthesize their cumulative learning in a written summary that also suggests how those lessons might best be applied in the congressional context.

The current group, the motor for the program, is aware of insights emerging from prior sessions and can use those as inputs to set and pursue its own learning agenda. Fellows from prior Congresses are resources for and beneficiaries of the work undertaken by the current Fellows. One of the program's legacies is the creation of a growing network of senior staff members dedicated to continuing the learning begun during their period of fellowship and assisting members of Congress in improving the effectiveness of the institution as a governing body.

PURPOSE

The mission of the John C. Stennis Congressional Staff Fellows Program is to:

- Recognize and honor current senior-level staff of the U.S. House of Representatives and U.S. Senate who have demonstrated outstanding leadership and commitment to congressional public service.
- Enhance the ability of senior-level congressional staff to "look ahead" to what will be needed to serve the institution and its members in a world of rapid change.
- Create an ongoing legacy of learning—an institutional memory—among classes of Stennis Fellows.
- Strengthen commitment to public service among Stennis Fellows.

The program focuses on issues that cut across familiar boundaries that will be important in shaping the future. It is a practical development experience that staff can apply to their work and their lives. The fellowship fosters greater personal and collective insight into the nature and potential of the changing role of senior staff on Capitol Hill. The learning process and the opportunity to interact with peers on Capitol Hill and experts from other sectors and countries are primary benefits. The program is not an advocacy effort. Application of ideas and relationships developed through the Stennis Fellows Program to the legislative environment is a matter of individual choice.

EVALUATION

- The inaugural year of the program underwent intensive evaluation, both during program delivery (from participants) and about four months following the conclusion of the inaugural year (again from participants), using a combination of written multiple-choice and open-ended surveys and focus groups.
- The program has been designed and is continually developed by benchmarking it to other learning processes focused on addressing key contextual and leadership issues that also develop the organization or institution, the group, and individuals.
- During each offering of the program, each session is evaluated by seeking active feedback from the participants (written and oral commentary) with respect to the objectives identified.
- The program also creates a cumulative learning process that studies issues of leadership, governance, and congressional management important to senior congressional staff. Methods are being devised to evaluate the relevance, usefulness, time orientation, and growth potential of this body of practical knowledge.
- All of the above information is maintained in a database that is used for continual program improvement.
- It should be noted that the program does have a set of competency references that underpin its design and could eventually be one criterion set to conduct summative evaluations. It also targets a set of reference programs that could at some point be used for comparative evaluations of effectiveness, etc.

CALENDAR

YEAR ONE

Month	Topic
	NOMINATION AND SELECTION OF FELLOWS
1-4	Members of Congress nominate candidates. Distinguished selection committee selects Stennis Fellows.
	SETTING THE FELLOWS' LEARNING AGENDA
5	Individual interviews with Stennis Fellows to identify topics, relevant to the program theme, that they would like to examine.
6	Program orientation, conceptual foundation, introduction of the Fellows, and program staff (half-day).
7 or 8	Off-site retreat (day and a half) where Fellows set their Stennis Fellows Learning Agenda and provide guidance to the Stennis Center on how they would like to pursue that agenda in the framework of the program.

YEAR TWO

Month	Topic
	PURSUING THE FELLOWS' LEARNING AGENDA
1-4	In three to four roundtable sessions (four to six hours each), Fellows look ahead to pursue in more depth the major themes of their learning agenda with relevant outside experts. Lively interaction and frank exchange of conflicting opinions and ideas are sought. Sessions typically include work in plenary and small groups. Fellows chair each roundtable. Each session has different experts and may be conducted in a different format.
	SYNTHESIS OF LEARNING
5	Synthesis session (day and a half). Fellows work with program staff to cumulate their learning and to develop conclusions on how best to apply that in the congressional context. Session (half-day) among the Fellows to review the results of the synthesis session and to discuss implications and manner of presentation.
	CELEBRATION AND LEGACY
6	Joint dinner session of Congress Stennis Fellows, prior classes, and invited guests (including spouses and significant others) to recognize and honor the new class of Stennis Fellows and to present the legacy to Senior Stennis Fellows and others working in areas related to the mission of the program.

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Texas A&M University

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Executive Leadership Academy

Educational Level: Professional
Department: Center for Executive Development
Format: Two five-day seminars
Stand Alone

OUTLINE

Session	Topic
	PHASE 1
1	Leadership
	Leadership and Change
	Preparation: Technology for leaders
2	Leading with Communication
	Constraints of Leadership (Exercises)
	Preparation: Review 360-degree leadership questionnaire results
3	Breaking the Constraints: Your Own Action Plan
	Leading through Others (Exercises)
	Preparation: Individual sessions for breaking the constraints
4	Methods of Leadership
	Case Studies
	Preparation: Identify leadership needs and strategies
5	Leading a Diverse Team
	Feedback Sessions on Leadership Strategies
	Preparation: Technology for leaders
	PHASE 2
1	Tools for Leading a Management Team
	Simulated Team-Building Exercises
	Preparation: Read *Strategic planning*
2	Setting Strategic Direction
	Building a Strategic Plan
3	Implementing a Strategic Plan
	Case Study on Strategic Planning
4	Leading by Presenting and Communicating Ideas
	Presentations to the Organization; Interviews with the Press
	Class dinner
5	Review Communication-Style Data; Course Summary
	Preparation: Personal implementation strategy

Essentials for New Managers

Educational Level: Professional
Department: Center for Executive Development
Format: Two five-day seminars
Stand Alone

OUTLINE

Session	Topic
	PHASE 1: MANAGING YOURSELF AND OTHERS
1	The Manager's Role (Case Study)
	Business Problem Solving (Exercises)
	Preparation: Review the IAS material
2	Decision Making, Business Ethics (Case Studies)
	Interaction Skills for Managers, Resolving Conflict and Complaints (Exercises)
	Preparation: Review the MPQ material
3	Feedback/Reinforcement, Coaching (Exercises)
	Negotiating for Results, Getting Things Done through Others (Simulation)
4	Delegating Effectively
	Managing Performance (Exercises)
	• Goal setting
	• Reviewing results
	• Measuring results
	• Reviewing performance
5	Feedback Sessions on Interaction-Skills Data
	Preparation: Personal implementation plan
	PHASE 2: MANAGING THE ORGANIZATION
1	The Manager as Leader (Case Study)
	The Planning Process (Exercise)
	Preparation: Budget materials
2	The Budgeting Process (Exercise)
	Building a Team (Case Study)
	Preparation: Prepare presentation
3	Presenting Ideas and Information (Practice Sessions)
	Legal Issues, Managing Resources (Exercises)
	Preparation: Review interviewing model materials

4	Interviewing Skills (Practice Sessions)
	Conducting Effective Meetings (Practice Sessions)
5	Review Final IAS Data; Course Summary
	Preparation: Personal implementation plan

Essentials for New Executives

Educational Level: Professional
Department: Center for Executive Development
Format: Two three-day seminars
Stand Alone

OUTLINE

Session	**Topic**
	PHASE 1: UNDERSTANDING YOURSELF AND THE ORGANIZATION
1	Going from Manager to Leader
	Interaction Skills for Leaders
	Analyzing Leadership Style
	Review the Leadership Questionnaire Results
	Organizational culture questionnaire
2	Effective Use of Power (Case Studies)
	Understanding the Culture
	• Defining your own
	• Creating a survival list
3	Understanding the Organizational Processes
	Understanding the Business
	Managing Corporate Politics
	Getting Started in Your New Job
	Set personal political strategies
	PHASE 2: LEADING THE ORGANIZATION
1	The Strategic Leadership Process
	The Strategic Leadership Process (Case Study)
	Determine personal plan
2	Communicating to the Organization
	Leading the Management Team
	Prepare presentation
3	Analyzing the Business
	Determine the Next Steps
	Determining Strategic Direction (Case Study)
	Personal implementation strategy

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Center for Leadership in Higher Education (CLHE)

Educational Level: Professional
Department: Center for Leadership and Higher Education
Format: Internship
Stand Alone

INTRODUCTION

The Texas A&M University System Center for Leadership and Higher Education offers a powerful and meaningful leadership training experience for employees in the A&M System family who have the qualifications and desire to serve in an upper-management position in the A&M System. The program is dedicated to helping participants develop their creative abilities, management skills, critical-thinking capabilities, and leadership potential.

EXPECTATIONS

If selected as an intern for the program, you will be assigned to one of the 18 institutions of the Texas A&M University System or to the system headquarters in College Station. You will be paired with a mentor appropriate for your internship experience. You will participate in one of two internship tracks: Schedule A or Schedule B. All interns begin the program with a two-week workshop. If you choose to participate in Schedule A of the program, you will experience six rotations that include three-week stays at your internship site and one-week workshops for a five-month period. If you choose Schedule B of the program, you will rotate between three-week stays at your regular job and a one-week workshop or internship experience for 12 months. You will be involved in sessions that include nationally recognized experts in a variety of areas.

EVALUATION

In August 1996, an independent evaluation of the program was conducted by two members of the American Evaluators Association. The Center felt it was important to have an unbiased evaluation done from outside the Texas A&M University System. The evaluators determined that the most valuable components appeared to be: the advisory committee; mentors; workshop materials; high-quality interns; intern networking; reading materials; emphasis on A&M as a system with many parts; hands-on experiences given to interns; and the strong support for the program from the A&M System Board of Regents, the chancellor, and the chief executive officers. The major weaknesses were seen as: the need for a Center director with chief executive officer experience, the involvement of more chief executive officers and agency directors on the advisory committee, the need for more evaluation of the workshops by the interns, the need for workshops to be planned and scheduled for at least six months in advance, the need for a five-year plan for working with the interns after they finish their first year, and the need for a planning conference. The advisory committee meets to review the program and make adjustments to the program and curriculum on an ongoing basis.

OUTLINE

The curriculum focuses on practical applications to improve your leadership skills, relay current leadership research, and offer insights into new and innovative ways to lead and manage. It presents leadership and higher education theories that stimulate creative thought and group discussion. The program is a forum for debate, dialogue, and networking among your colleagues in the A&M System and higher education.

Session	**Topic**
	MODULE 1
1	Texas A&M University System Agencies
2	Texas A&M University System Universities
3	Transformational Leadership/Personal Transformation
4	The University System: Structure and Operation
5	Sources of Information on Higher Education Demographics
6	History of Land Grants
7	Finance and Legislative Overview; Economics of Higher Education; Different Systems within Texas; Funding for Higher Education in Other States
8	Austin
9	Visit House Appropriations Committee Staff
10	Higher Education Personalities and Issues in Higher Education
11	Texas Higher Education Coordinating Board Staff
12	Council Meetings
13	Senate Hearing on Higher Education
14	Texas Higher Education Coordinating Board Meeting
15	Debriefing at Hirshfield-Moore House
	MODULE 2
1	Leadership: A Look at Self
2	Prairie View A&M University
	• Change—Two Different Perspectives
	• Lunch with President
	• Thinking Styles and Behavior Types
	• Campus Tour
	• Student Discussion
3	Team Building
4	Creativity—Tools and Techniques
5	TAMU ChallengeWorks Course
6	International Issues: NAFTA
7	Distance Learning
	MODULE 3
1	Legal Overview of Higher Education Issues
2	Law and Technology, Copyrights, Technology Transfer, and Federal Regulations
3	West Texas A&M University
	• Human Resource Management Overview
	• Campus Tour
	• Lunch with President
	• Student Fee Increase Hearing
	• Student Discussion
4	Performance Assessment
5	Counseling and Mentoring
6	Strategic Planning
7	Media Training
8	Introduction to Change
9	Creativity—Problem Solving
10	International Issues
11	Leadership and Organizational Dynamics
	MODULE 4
1	Negotiating Strategies and Tactics
2	Mediation: Arbitration, Ethics
3	International Etiquette
4	Diplomacy: Protocol
5	Student Affairs
6	Texas A&M International University: Development
7	"Why Teams Don't Work"
8	Dispute Resolution
9	Managing Effective Meetings
10	Budgeting
11	Federal Funding
12	Assessing Public Opinion
13	Creativity Session Three
14	ChallengeWorks (CEOs and Interns)
15	Critical Thinking
16	Decision Making
17	Leadership in Storms of Change

MODULE 5
1 New World: New Mind: New Work
2 Texas A&M University
3 Implementing Change
4 Tarleton State University
5 Board of Regents' Meeting
6 Facilities Planning
7 Economic Development in Small Communities
8 Community Development
9 Stress Management: Burn-out, Health
10 East Texas State University—Commerce
11 Assumption of a Leadership Position
12 Effective Public Speaking
13 Transition Planning
14 Program Evaluation
15 Powerful Presentations

* * *

The Poynter Institute

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Leadership and Management

Educational Level: Professionals
Department: N/A
Format: Seminars
Stand Alone

INTRODUCTION

At Poynter, our strategy is to explore the major issues and challenges facing news organizations and their leaders, and to link that exploration with a study of the key processes of both individual leadership and organizational change.

Our programs are designed for almost every level of experience. We offer senior executives a chance to confront pressing issues facing the media, while enhancing their own leadership skills. And we have programs for new managers at the front end of their careers as leaders, concentrating on an individual's ability to lead others through negotiation, motivation, and communication. Other programs expose the next generation of leaders to the issues confronting journalists today and the processes used by organizations to deal with change.

OBJECTIVES

- New skills in communication, collaboration, and team building.
- A heightened sense of the need to innovate, and the skills to do so.
- An awareness of the link between change and organizational structure, and a new understanding of alternative ways to organize tasks and people.
- An ability to see opportunities in market changes, such as demographics and new technology.

SEMINARS

New Leaders in the Newsroom
A six-day seminar for newly promoted newspaper, television, and radio newsroom managers and journalists seeking or being groomed for such positions. The transition to that first full-time management job is a pivotal point in any newsroom leader's career. This seminar is for print and broadcast journalists who have just made or are about to make that move.

News Libraries: Leadership for the 21st Century
A six-day seminar for news-library directors, news researchers, and editors in charge of information services in print and broadcast newsrooms. This intensive seminar focuses on leadership skills and strategic thinking. Participants will devise strategies and plans to lead their newsrooms in the use of information in the 21st century.

Leadership for Middle Managers
A six-day seminar for mid-level managers with recognized potential for leadership from all newspaper departments. This seminar focuses on personal growth and development as well as the ability to work with others in bringing effective leadership to the organization. Topics addressed include coaching, motivation, team building, organization change, and emerging technologies.

Producing New Media
A six-day seminar for people in charge of creating and managing new media products within an established media organization. The focus of this seminar is on leadership and strategic thinking. New media leaders will exchange ideas and develop plans to take their new media initiatives to the next level.

TV and Radio Newsroom Management
A six-day seminar for news directors, assistant news directors, executive producers, and managing editors. News

managers will leave this seminar armed with skills and strategies for leading colleagues and competitors through a time of profound change, equipped to thrive, not just to survive.

Photojournalism Ethics and Leadership
A six-day seminar for newspaper directors of photography, photo editors, and senior photojournalists. In this seminar, you will discuss the role and scope of the visual newsroom as newspapers redefine their approach and their content. The focus is on achieving excellence by assessing your personal management style and further developing your range of leadership skills, and by building confidence in making better ethical decisions on such issues as digital manipulation, diversity, and privacy.

Producing Newscasts
A six-day seminar for executive and newscast producers, and news directors. Good producers are among the hardest-to-hire, most essential employees on any news staff. They are also the most marketable people in the business right now. That's why news directors with vision are investing in the development of the producers they have, continuing their education, and helping them reach their potential for the benefit of the entire team.

Leadership for Mid-Level Editors
A six-day seminar for mid-level newspaper editors. Journalists often reach the middle rungs of the management ladder without formal management training. This seminar is designed to fill that gap by helping participants examine the values and mission of their news organizations, improve communication skills, study new models of organization, and create inventive and effective newsroom cultures.

Leadership Development for News Managers
A unique program of extended training in your newsroom between two week-long sessions for new managers from print and broadcast newsrooms. Participants will begin and end this program with week-long seminars in St. Petersburg. Between those seminars, each participant will work with an assigned Poynter faculty member by telephone and e-mail, and that faculty member will visit the participant's newsroom. Together these faculty-participant teams will explore the literature of leadership and work through such practical exercises as coaching, team building, and organizational analysis. The goal of the program is to help participants develop the leadership skills they need to become effective managers and potential news executives.

News and the Community
A six-day seminar for newsroom leaders in all media (editors, executive producers, news directors). This seminar explores how news organizations can better understand the multiple communities they serve, as well as their readers, listeners, and viewers. We'll discuss how news organizations are establishing partnerships and alliances with other news media to serve the public interest. We'll share resources and strategies for looking at and covering your community in a different and meaningful way.

Station Leadership in the 21st Century Conference
Participation in this four-day seminar is by invitation only for teams of TV general managers and news directors. General manager/news director teams come to concentrate on both daily reality and strategic planning, away from distractions, guided by expert facilitators and experienced television professionals. You'll improve the general manager/news director relationship by learning to deal with conflict and keep open lines of communication, and you'll come away with a clearer picture of the state of the business and the place of your station in it.

Leadership and Craft Skills for Newspaper Editors
A six-day seminar for assigning and supervising editors, team leaders, and editors who work with reporters and copy. This seminar gives newsroom editors the opportunity to hone their editing skills, practice effective coaching techniques, and improve their leadership with communication skills.

Grow Your Own Producers
A four-day seminar for newly promoted newscast producers and people being groomed for these positions. The course news directors have been requesting for years—this seminar will emphasize enterprise thinking about story treatment and newscast elements, writing compelling teases and crisp copy, and ethical decision making under deadline pressure.

News Research and the Newsroom
A six-day seminar for teams of reporters, researchers, and editors or producers in all media charged with leading their newsrooms in the planning, training, and use of new information resources. Teams will come to this seminar to design a plan for improving the access to and use of new information resources in their newsrooms.

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University of Cincinnati

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The Business Consortium

Educational Level: Professional
Department: College of Business Administration
Format: Seminars
Stand Alone

INTRODUCTION

The Business Consortium® works closely with participating businesses to provide customized management development training for emerging leaders within each firm. Each participating organization receives eight "seats," which can be distributed in a manner that best suits its particular development needs. This provides a total of 56 training days for each organization. The focus of the training is on effectively managing change within organizations. The context for this is provided in four separate learning activities: Profit from Experience®, Leadership in a Changing Environment, Effective Organizations for the Next Century: The Leader's Role in Organizational Development, and Implementing Significant Organizational Change.

DESCRIPTION

Programming for the Consortium is designed as an application-driven learning process. "Application driven" means that the programs will combine classroom events with on-the-job learning experiences. Theories presented also include examples of actual implementation and discussions of the success or failure of these applications. Each participant has a sponsor who is responsible for reviewing the learning objectives of each program with the participant prior to the start of a learning event and who maintains continuous interaction through review, evaluation, and involvement in the on-the-job project/application. Faculty will provide participant feedback on the projects/assignments utilized between sessions of a learning event. These experiences will be used as a means of reinforcing material presented in the previous sessions and also as an introduction for material to be presented in subsequent sessions. This learning model is critical to the design of any programming presented by the Consortium. Instructional design includes pre-session assignments for participants, as well as measurable learning objectives. The pre-work must be relevant to serve, orient, and prepare the participants for each session and may include assessment instruments. The learning objectives are forwarded to both participant and sponsor for discussion prior to the start of any learning event.

FORMAT

Participating companies provide full financial support for the Consortium and are actively involved in all areas of program development through representation on a Curriculum Design and Evaluation Committee. Through this committee, program content is developed, instructors are selected, and programs are evaluated and refined. This committee also ensures that application by participants of the material presented is designed into each program. This application-driven learning model combines on-the-job learning experiences with classroom events. Additionally, each participant has a sponsor who acts as an internal resource to assist with the implementation of the material presented during the classroom sessions. Each participant leaves the program with a clear action plan that is to be reviewed by the sponsor and monitored by the company representative on the Curriculum Committee.

EVALUATION

The Business Consortium® has several levels of evaluation that are used for every program we offer. First are participant evaluations. These are completed at the end of every session of the program. The second level of evaluation is the use of a monitor who is asked to complete a separate and more in-depth evaluation. A monitor is a representative of our Curriculum Design and Evaluation Committee who participates fully in a program. Since the monitor has been involved in the design and evaluation of the program, she or he can evaluate the presentation from a unique perspective.

Instructors who lead our sessions are also asked to complete an evaluation of their program. This is requested at the completion of the entire program. Any specific items that surface during a program are discussed with the instructor at the earliest time possible. Instructors are also asked to periodically attend the Consortium's annual two-day planning retreat to participate in a comprehensive program evaluation. This evaluation includes representatives to the Curriculum Design and Evaluation Committee from the participating companies. They review the individual participant from their own company, monitor evaluations, and are asked to speak with the current year's participants from their own company to elicit additional feedback as part of the preparation for the annual meeting.

COURSES

Profit from Experience®

INTRODUCTION
In today's rapidly changing knowledge-intensive business environment, a company's people and their ability to learn and change may be its key competitive advantage. Not only must we adapt to advances in technology, new competitors, and changing social values, we must also learn to be creative—to break new ground—if we are to prosper.

DESCRIPTION
The seminar is grounded in the latest information from cognitive psychology and includes skills and one-day practices such as:

- Gaining control over automatic but dysfunctional routines.
- Uncovering one's own self-limiting beliefs and assumptions about learning and change.
- Envisioning future states and development needs; writing development plans.
- Living with one's own fears; creating courage.
- Letting go of the past.
- Requesting and hearing feedback; accepting criticism.
- The power of forgiveness.
- Focused reflection—to expose assumptions and generate productive reasoning.
- Having an ego, not being one.
- Self-awareness, the difference between you and your auto-pilot.
- Learning from upsets and conflicts with others.
- Framing and reframing situations so problems are solved quickly and productively.
- Integrating others' perspectives with one's own, being open and sustaining dialogue.

OBJECTIVES
Seminar participants of this one-day program will learn:

- How to direct their mind's natural ability to both start and stop the learning process.
- How to master the mind's automatic processes that often yield "strong but wrong" assumptions and conclusions.
- The four techniques that form the mental discipline required to master learning and change.
- To use mistakes and their accompanying defensive routines as opportunities to learn and become wise.
- How to successfully lead others in the learning process; to create a learning environment; to have risk taking and rapid learning/change become the norm in their organizations.

FORMAT
This program is designed to be a learning laboratory. It is very experimental; there will be many exercises engaging people at the individual, small-, and large-group level. Lectures and presentations will be held to a minimum and will be interspersed among engaging activities. Reflection, journaling, and dialogue will be employed as key techniques as participants are led to discover their own, often untapped power as leaders.

ON-THE-JOB APPLICATION
Participants will work with their sponsors to apply the skills they have acquired during the program and to accomplish their individual development plans.

Implementing Significant Organizational Change

DESCRIPTION
This workshop consists of three two-day sessions that occur over a three-month time period. The content of the workshop is based on the eight-stage process of creating major change that is outlined in the book *Leading Change* by John Kotter. The book will be used to provide participants with a clear, proven change model. Additionally, case studies, exercises, videos, business games, and related assessment tools will be used throughout the workshop. Workshop participants will practice the eight-stage process through in-class exercises followed by structured back-in-their-company assignments on their selected change. At the conclusion of the workshop, participants will be expected to make a presentation to management in their company regarding the project results.

TEXT
Kotter, J. (1996). *Leading change*. Cambridge, MA: Harvard Business School Press.

OUTLINE

Day	Topic
Pre-workshop	Review ch. 1-3, *Leading change* Submit detailed change project planner. The change project can be one that impacts you in some way. It can include a significant change effort that has been completed, is currently underway, or one that is planned for the future. Submit professional biography.
1	Review of ch. 1-3, *Leading change* Case study on creating a guiding coalition.

Report-out of past, present, and future changes in participant organizations.
Fishbone diagramming of the successes and failures related to the participants' selected change: manpower, methods, machine, money.
SWOT matrixing of internal/external issues that represent a sense of urgency.

2 Blanchard team video
Case study on developing a vision and strategy
Assessment of participants' current vision/strategy around their selected change effort
Exercise on reconfiguring the vision/strategy
7-S assessment exercise
Report-outs on each assessment
Study ch. 4-5, *Leading change*
Assess the communication process
Force-field exercise on guiding coalition role model
Empowerment surveys

3 Report-out on between-session exercise: Building toward the post-workshop presentation to each participant's own senior management
Group exercise to correct/strengthen communication
Group exercise to eliminate empowerment barriers
Change video I

4 Case study on changing structures
Barrier removal team exercises
Change video II
Change video III
Study ch. 6-8, *Leading change*
Assessment of company recognition program
Assessment of policies and procedures that inhibit change

5 Report-out on between-session exercise: Building toward the post-workshop presentation to each participant's own senior management
Case study on employee recognition
Case study on creating "wins"
One-minute praising exercise
One-minute reprimand exercise

6 Case study on change blockers
Developing performance contracts exercise (around participant change efforts)
Simulation on producing more change
Blanchard video on being a change agent
Exercise on transitioning and connecting change
Wrap-up

POST-WORKSHOP
Participants will make a formal presentation to their company management regarding the project results.

Leadership in a Changing Environment

DESCRIPTION
This workshop consists of three two-day workshops that occur over a four-month time period.

OBJECTIVES

- To provide participants with a unique perspective of leadership in an era of hyper-change.
- To integrate the concept of leadership into a unique and powerful management model.
- To provide participants with feedback on their leadership/management styles and competencies.
- To explore the competing values and the emerging organizational culture of their companies in this new age.
- To examine the entrepreneurial management as a means of creatively leading us into the future.
- To come to perceive systems management as a flexible approach as opposed to the traditional rigid hierarchy.*
- To share empowerment techniques through proven methods of delegation and team leadership.*
- To explore methods of establishing and maintaining a motivated work environment and delivering quality customer service through production-service leadership.*
- To provide for the establishment of an action agenda that provides for a personal and company commitment to make a difference within their organizations with measurable results.*

* The objectives represent the four quadrants of the management model that will be introduced in this program.

OUTLINE

PHASE I

Day	Topic
1	Introduction The Emerging Organizational Culture Metamanagement Feedback Process Organizational Culture Feedback Feedback Review

2	Entrepreneurial Management/Leadership
	Systems Management
	Phase I Action Agenda

PHASE II

Day	Topic
1	Assessing the Current Situation
	Empowerment and Leadership Effectiveness Skills
	Action Plan
2	Assessing the Current Situation
	Designing a Productivity Profile
	Influencing Today's Employee
	Specific Strategies for Performance Improvement: An Action Plan
	Phase II Action Agenda

PHASE II

Day	Topic
1	Failed Leadership
	Challenging the Hierarchy
	A Systems Approach to Transformational Leadership
2	Dealing with Work-Related Problems
	Career-Broadening Strategies
	Phase III Action Agenda: Videotaping

Effective Organizations for the Next Century: The Leader's Role in Organizational Development

OBJECTIVES

- Based on their level of experience and responsibility, participants will develop skills in the use of various organizational development practices to influence their workplace in a positive fashion.
- Participants will develop insight and understanding into their own awareness and skill as leaders.
- Participants will examine risks and responsibilities of organizational development activities and the leader's role in this process.
- Participants will develop skill in use of organizational assessment tools and inventories.
- Participants will demonstrate ability to audit, measure, and improve organizational effectiveness.

OUTLINE

PHASE I

Day	Topic
1	Introductions, Expectations
	Task-Relationship Paradigm
	Models of Communication
	Interpersonal Effectiveness
	Models of Organization and Development
	Leadership of Groups
	Problem-Solving Styles
	Socio-Technical Systems
	Environmental Scanning
2	Reports from Environmental Scan
	Problem Definition
	Idealized Design
	Preparation for Next Session
	Selection of Feedback Instruments

PHASE II

Day	Topic
1	Reacquaintance
	Descriptions of Open, Closed, Dissipative Systems
	Feedback of Situational Leadership
	Feedback from Organizational Survey
	Assessment of Profile
	Conflict Management
2	Force-Field Analyses
	Benchmarking
	Problem Definition
	Double-Loop Learning
	Plan for Inquiry

PHASE III

Day	Topic
1	Reacquaintance
	Feedback from Plan for Inquiry
	Design of Systems
	Risk-Taking
	Idealized Design
	Organizational Renewal
2	New States of Complexity
	Agile Organizations
	Leadership and Ethics
	Plan for Action

* * *

University of Minnesota

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Bush Educators Program

Educational Level: Professional
Department: Carlson School of Management
Format: Series of retreats
Stand Alone

INTRODUCTION

The mission of the Bush Educators Program is to be a catalyst for school reform in Minnesota and to improve learning for children by enhancing the leadership and system change-making (action-taking) skills of a small group of educators.

The purpose of the Bush Educators Program is to assist school leaders in developing greater leadership capacity, introducing change, and improving performance.

DESCRIPTION

The Bush Educators Program is conducted in a residential setting for approximately 34 days and over a 20-month period of time. Individual modules are typically 3-5 days in length except for one 12-day summer module. All sessions are conducted in retreat settings designed for maximum interaction of participants without distraction from the normal work routine. Instructors are recruited nationally and are selected for their ability to lead productive discussions and serve as mentors to participants.

The program is open to public- and private-school superintendents, central office administrators, building administrators, and teacher leaders in Minnesota. To properly benefit from the course, applicants should have three to five years of administrative experience of which at least two to three should be at the principal, assistant principal, or teacher-leader level.

OBJECTIVES

- Develop critical, analytical, conceptual, and interpersonal action-taking skills.
- Better understand, assess, evaluate, improve, and report on school outcomes.
- Understand your impact on others and act on that understanding to improve relationships and results.
- Facilitate the motivational level and work of students, staff, and volunteer groups.
- Develop and implement a school development activity with help from staff consultants and a small grant.
- Analyze school performance and determine appropriate action steps necessary to sustain and improve school results.
- Update current curriculum and instructional methodologies.
- Discuss societal forces that ultimately affect the process of schooling for the youth of today.
- Reflect on and attain personal levels of improved performance.

COMPONENTS

Module I: Building Individual Leadership Skills

- Beginning the Journey; Establishing Norms; Developing Community
- Communicating; Collaborating; Vision Building
- Group Development
- Problem Identification
- Leadership and Influence
- Leadership Styles and Methods
- Self-Assessment
- Personal Change and Development
- Educational Policy
- Curriculum and Delivery Options
- Problem Solving and Decision Making

Module II: Team Building, Group Process, Action Research

- Field Project with a School District
- Identifying the Issue
- Developing Multilevel, Cross-Functional Teams
- Community Needs Analysis and Action Research (including data analysis and reporting)
- School Improvement
- School Reform
- Introducing Change
- Accountability and Program Assessment

Module III: School Reform Project or School Change Effort

- Introducing Change in Your Own District
- Sustaining Motivation
- Building Your Team

During this phase, each participant brings an appropriate "school change team" from his or her school/district to work on the participant's school (district) change project. Program resources and consultants are provided to assist in the projects.

Superintendents Module
In addition, a Superintendents Module will be held for the superintendents of the Bush Fellow (or for the board chair if the participant is the superintendent). During this time, the Bush Fellow will attend one and one-half days with his or her superintendent to begin dialogue about the school change project.

* * *

University of Oregon

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Pacific Program

Educational Level: Professional
Department: Planning, Public Policy, and Management
Format: Seminar
Stand Alone

INTRODUCTION

The skills required for managing and leading in public service have changed over the last ten years. During the 1990s, federal actions expanded state and local responsibilities significantly, requiring a more active leadership role for state and local officials in addressing issues critical to their future. State and local governments and nonprofit agencies share the responsibility for providing leadership in key policy areas, which increases the need to work together effectively. Equally dramatic is the changing nature of public-policy issues themselves. Public-sector leaders are often faced with problems that transcend the boundaries of one jurisdiction. Problems facing policy leaders and public managers are increasingly multi-jurisdictional, and extend into regional, national, and even international arenas. Perhaps most important is declining fiscal resources. Public and nonprofit executives are increasingly forced to provide new and expanded services with fewer financial resources. As a result of the growing leadership role, the increasing complexity and interconnectedness of public programs, and declining financial resources, new skills, strategies, and perspectives are now required to manage in the public interest.

DESCRIPTION

The curriculum of the Pacific Program emphasizes development of both the analytical skills and the interpersonal skills required for effective policy leadership and public management, including:

- The emerging context for leadership: insights into strategic issues confronting policy leaders and public managers.
- Strategic planning and management: developing individual and organizational capacity to think strategically, identify strategic issues, and develop organizational visions for success.
- Collaboration and negotiation: seeking agreement on feasible approaches to emerging issues and policy challenges.
- Group leadership and conflict resolution: facilitating action teams, partnerships, and task forces to implement policy and provide quality public services.
- Awareness of individual leadership skills: using several assessment instruments to gain awareness of one's leadership and management strengths and areas for development.

WHO SHOULD ATTEND

The Pacific Program is developed specifically for those who have achieved managerial and leadership responsibility in state and local governments, councils of government, Native American tribal nations, school districts, special districts, and nonprofit agencies. The program is designed for elected officials, as well as managers, administrators, and department directors who seek to further develop and refine their leadership and managerial skills. The participants will return to their agencies with broader perspectives on their roles, increased awareness of their own policy leadership practices, sharper executive and managerial skills, keener ability to define emergent problems and to develop and implement appropriate policy, and renewed pride in the value of public service.

OUTLINE

Day	**Topic**
1	New Requirements for Effective Public Leadership
2	Vision and Strategic Leadership for the 21st Century
	Individual Leadership Styles—the Myers-Briggs Type Indicator®
	Strategic Planning in Public and Nonprofit Agencies
3	Emerging Trends Facing Public Leaders
	Strategic Leadership
	Leadership Teams
4	Group Leadership, Facilitation, and Conflict Resolution
5	Negotiation and Collaboration in Public Policy
	Conflict Resolution Styles
6	Multi-Party Negotiation and Mediation
	Servant Leadership and the Management of Change
	Leadership Teams
7	Cultural Change—the Case of the Tasaday Tribe
	Strategic Leadership
8	Policy Leadership and Public Management

* * *

University of Saskatchewan

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Canadian Agriculture Lifetime Leadership (CALL) Program

Educational Level: Professional
Department: Canadian Farm Business Management Council and the University of Saskatchewan Extension Division
Format: Workshops and computer conferences
Stand Alone

INTRODUCTION

Leadership is vital to the agriculture industry in Canada. At the farm and agri-business levels, managers' leadership abilities have an important impact on the long-term success of their businesses. At the community and regional levels, political and organizational leadership is needed for the development of rural economic and social activities that are environmentally sustainable. At the provincial and national levels, Canadian agriculture requires men and women who understand complex issues and have the skills to provide vision and leadership for the industry.

MISSION AND OBJECTIVES

The mission of the Canadian Agriculture Lifetime Leadership (CALL) Program is to develop effective leaders for the Canadian agri-food industry. Within this mission, several distinct objectives are pursued. First, CALL identifies outstanding men and women with proven leadership potential and provides a forum for them to: further their personal development; enhance their leadership skills; broaden their perspectives on national and international issues; and develop a cross-sectoral, inter-provincial, inter-regional awareness and understanding of the agri-food industry in Canada. Second, CALL creates a network of leaders able to link diverse sectors and regions within the Canadian food industry. Third, CALL develops a pool of excellent leaders to serve national and regional organizations of importance to Canadian agriculture.

The program will graduate 30 outstanding men and women to provide vision and leadership to Canadian agriculture and to assume important leadership and advocacy roles at the national level. Individual participants will benefit both in terms of their own farm management abilities and in terms of the contributions they make to agricultural organizations. Benefits to individuals can be summarized in the following categories: expanded knowledge, improved skills, enlarged personal networks, increased self-confidence, and broadened awareness of agricultural issues.

The Canadian agri-food industry will also benefit from contributions made by graduates of the CALL Program. The industry will be strengthened by: graduates' leadership roles with regional, provincial, and national agri-food organizations; graduates' leadership roles in developing new agri-food businesses and enhancing existing businesses; graduates' advocacy efforts on behalf of Canadian agriculture, both in Canada and internationally; graduates' impact, as educators, mentors, and role models, on improving production and farm-business management practices across Canada; and graduates' abilities to promote collaboration between diverse sectors and regions in the Canadian agri-food industry.

CONTENT OF THE CALL PROGRAM

Broadening Horizons of Knowledge

The CALL Program promotes an advanced understanding of leadership and the agri-food industry. Participants develop their own distinctive approach to leadership and build a shared vision for the future of the agri-food industry in Canada. Specific attention is given to the implications of rural development, urban issues, political processes, international trade, globalization, and environment.

Practicing the Arts of Leadership

Becoming an effective leader involves having the opportunity to practice leadership skills and behaviors. Throughout the CALL Program, participants apply the arts of leadership in all of their activities. Four constellations of leadership practices will be emphasized: communications, working with groups, issues analysis, and the "leader's tool kit."

Building Effective Networks

The CALL Program creates a network of leaders linking the diverse sectors and regions of the Canadian agri-food industry. In addition to the strong relationship forged between CALL participants, each participant expands his or her personal networks through interacting with leaders and resource people from across Canada.

TEXTS

Hesselbein, F., Goldsmith, M., & Beckhard, R., Eds. (1996). *The leader of the future: New visions, strategies, and practices for the next era.* San Francisco: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (1995). *The leadership challenge: How to get extraordinary things done in organizations* (2nd ed.). San Francisco: Jossey-Bass.

Government of Canada. (1995). *Rural Canada: A profile.*

Statistics Canada. (1997). *Canada handbook, 1997.*

Statistics Canada. (1994). *Canadian agriculture at a glance.*

Statistics Canada. (1995). *Farming facts.*

DELIVERY STRATEGIES

Leadership Seminars

The CALL Program involves four workshops hosted in different parts of Canada. Each leadership seminar involves: pre-reading on key issues; skill-building workshops with accomplished resource people; presentations and discussions with leaders from agriculture, business, and politics; site visits related to the theme of the seminar; and networking with regional leaders and resource people. The workshops are:

- Leadership and the Canadian Agriculture Industry (Saskatoon, Saskatchewan)
- Impact of Rural Development and Change on the Canadian Agriculture Industry (Fredericton, New Brunswick)
- Urban Issues, Opportunities, and the Canadian Agriculture Industry (Vancouver, British Columbia)
- Leading Canada's Agriculture Industry (Kananaskis, Alberta)

Study-Travel Seminars

The CALL Program includes two seminars involving travel outside of Canada. Each study-travel seminar involves: pre-reading on key issues; site visits with salient farms, businesses, communities, and organizations in order to practice ambassadorial, reporting, and public-speaking skills; and networking with regional leaders and resource people. These events are:

- Politics and Agricultural Organizations (Ottawa, Ontario, Quebec, New York [Albany], Washington, DC)
- International Trade, Globalization, and Environment (Southwestern U.S. and Mexico)

Computer-Mediated Conferencing

Throughout the period of the CALL Program, participants are linked through a computer-mediated conference (CMC). The CMC serves several distinct functions for the program: facilitate networking of participants between the seminars, orient and debrief participants with respect to upcoming and past seminars, build participants' skills in using communications technologies, and enable leadership development to be facilitated at a distance. CALL participants are expected to dedicate between three and five hours per week to the CMC.

In terms of leadership development processes being facilitated through the CMC, two main streams of activities take place. First, all participants are involved in a core set of group activities, such as current events reporting, agricultural issues analysis, and discussion of assigned readings. Second, each individual participant engages in his or her personal set of learning activities. A resource library of print and electronic information is provided to support such individualized learning, and a series of World Wide Web-based activities is being organized.

An important outcome of the CMC component of the CALL Program is an archive of knowledge created by the CALL participants themselves. On-line activities are compiled and edited to form the basis of discussion papers. The issues analysis activity enables groups of three participants to create a coherent and detailed report concerning a key issue facing the Canadian agricultural industry.

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University of Virginia

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Leadership Development Programs

Educational Level: Professional
Department: Weldon Cooper Center for Public Service
Format: Workshops
Stand Alone

INTRODUCTION

The world of the public manager and leader is evolving at a speed that baffles and challenges. Local governments are increasingly being asked to do more with less; federal and state support is declining; citizens are demanding a more caring, responsive government; new technology is revolutionizing communication. To respond to these forces, our local governments must become laboratories for a new style of organization—one grounded in basic democratic values and guided by a collective vision of community building and empowerment. To take our communities confidently into the future, public leaders and executives must adopt a proactive approach to change both inside the public organization and outside in the community. They must invest the time and resources required for themselves and their leadership team to create and maintain a continuously improving, learning organization.

The University of Virginia offers an integrated approach for professional development for local government leaders and managers. The Senior Executive Institute (SEI) focuses on the top leadership of a public organization. The Leading, Educating, and Developing (LEAD) Program complements SEI by reinforcing the core learning experience for department heads, division heads, and senior staff. Both of these intensive programs provide a comprehensive understanding of the dynamics of a high-performance government. Together they offer the opportunity for the critical change ingredients to be learned by all the key leaders throughout the organization. In this way, positive organizational growth and evolution become reality. An integral component of this initiative is the incorporation of democratic principles and values into the structure and management philosophy of the entire organization. The result is enhanced participation and accountability of personnel at all levels. Concerted, meaningful collaboration translates into creative, innovative solutions and responsive, high-quality service.

PROGRAMS

Senior Executive Institute (SEI)

PARTICIPANTS
Senior local government executives from across the nation, Canada, and abroad. Most are appointed leaders in local government.

SELECTION CRITERIA
Level of responsibility and leadership responsibilities; application elements and interests in applying high-performance government model; recommendation by an SEI alumnus. Competitive.

CURRICULUM
Week 1
- Democratic Values Within the Public Organization
- Leadership Styles, Team Development
- Principles of High-Performance Government
- Getting Leadership Right in High-Performance Government
- Building a Parallel Organization

- Personal Leadership
- Health Screening, Optional Fitness Program

Week 2

- Leadership Philosophy/Creativity
- Community Building/Facilitation Skills
- Political versus Professional Arena
- Outdoor Team Experiential Learning
- Optional Fitness Program

Leading, Educating, and Developing (LEAD) Program

PARTICIPANTS

Local government department/division heads and senior staff from across the nation. Appropriate for state government, although the majority represent local government.

SELECTION CRITERIA

Application elements; involvement or interest in applying the high-performance government model; early application; recommendation by an SEI alumnus; member of the Virginia Institute of Government. Competitive.

CURRICULUM

- Democratic Values Within the Public Organization
- Leadership Styles, Team Development
- Principles of High-Performance Government
- Getting Leadership Right in High-Performance Government
- Building a Parallel Organization
- Personal Leadership

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Creating and Sustaining the High-Performing Organization

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Six-day seminar
Stand Alone

INTRODUCTION

Creating and Sustaining the High-Performing Organization is designed to challenge participants to think and act in ways that will contribute to the building and sustaining of high performance. Building on the three "P's" of People, Process, and Perspective, the week's activities incorporate the systems thinking necessary to integrate the disciplines of quality, customer focus, learning, and change.

WHO SHOULD ATTEND

Leaders and managers at all levels of the organization who see the need to shift the organization from ordinary to extraordinary. Participants should consider themselves interested in and capable of modeling and leading the continuous journey toward high performance.

OBJECTIVES

- Provide participants with a unique five-day opportunity to explore and develop ways of thinking and acting that may profoundly alter their own actions and the actions of those with whom they work.
- Enable participants to experience—through personal study, team learning, and classroom conversation—the significant relationships among quality, customer focus, personal engagement, and learning.
- Provide an experience that will enable participants to return to their organizations and make a unique difference.

FORMAT

A variety of teaching methods will be employed in order to engage participants in a stimulating and comprehensive learning experience. Intensive study and discussion of current real-world business situations are widely used throughout this seminar. Using the case method is especially valuable because it allows both participants and faculty to share their experiences and approaches to meeting the challenges on the road to high performance. Participants will be encouraged to consider specific applications of the course material in their own organization.

OUTLINE

Framework and Concepts Supporting the High-Performing Organization

- Creating and Determining the Characteristics of the High-Performing Organization
- Leadership as an Engagement and Distributive Process
- Understanding Change as the Dynamic of High Performance
- Total Quality: A Management-Systems Approach to Customer Focus and Company-wide Continuous Improvement
- The Learning/Teaching Perspective as Central to Sustaining High Performance

Designing and Implementing a Performance Improvement Process
- Understanding the Elements: A Manager's Perspective
- Structuring a Performance-Improvement Process for Your Organization
- Comparative Analyses of High-Performance Initiatives: Quality, Customer Focus, and Process Reengineering
- Sustaining High-Performance Momentum

The Dual Focus: Providers and Receivers of High Performance
- Defining the Provider/Receiver Relationship
- Linking Employee and Customer Development
- What Enables Personal and Team Excellence

Creating the Future: The Challenge of Transformational Leadership

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Five-day seminar
Stand Alone

INTRODUCTION

This intensive seminar challenges executives to think in new ways about the future of their business and provides fresh perspectives on leadership strategies for competing effectively in a complex and changing world. The program is designed for individual executives or executive teams who are challenging the status quo, who recognize the dangers of not leading in a changing environment, and who are committed to building organizations and management teams that produce extraordinary results.

WHO SHOULD ATTEND

Designed for individual executives or management teams that include: CEOs and managing directors, presidents and COOs, division presidents, general managers, senior line or staff executives, and owners of growth businesses. The participation of intact management teams is encouraged.

OBJECTIVES

- To learn an imaginative approach to developing a unifying vision for one's organization.
- To engage in powerful conversations with colleagues and other senior executives about the possibilities for actively shaping the future.
- To be coached in a bold new approach for translating vision and strategies into committed action.

FORMAT

Participants are coached in an exciting new approach to crystallizing a unifying vision—and in providing the leadership, teamwork, and commitment necessary to translate their vision into action. Through thought-provoking dialogue, participants develop insight into self-limiting assumptions and commitment to possibilities for change that transcend conventional wisdom or historical experience. Case studies of transformational leaders who are successfully grappling with creating new organizational futures are included to stimulate discussion.

OUTLINE

The Challenge to Executive Leadership
- Why Leaders Must Lead
- Beyond "Business-as-Usual"
- Incremental versus Transformational Change
- The Critical Differences Between Management and Leadership
- Invisible Practices of Exemplary Leaders

The Power of Paradigms
- Paradigm Paralysis: When Our Mental Maps Cease to Fit a Changing World
- Challenging Organizational Complacency
- Listening for New Possibilities

The Dual Focus: Providers and Receivers of High Performance
- Breakthrough Thinking
- Envisioning Personal and Organizational Futures
- Developing a Unifying Vision

Mobilizing Commitment to the Vision
- The Organization as Network
- The Language of Leadership
- Enrolling Others in New Possibilities
- Communicating the Vision

Translating Vision into Action
- Building an Aligned Management Team
- Empowering Others to Act
- Handling Resistance to Change

Institutionalizing the Vision
- Transformational Leadership
- Creating a Culture for Committed Action
- Helping Others to Lead

Leadership in Action
- Crystallizing a Leadership Initiative
- Presentations and Coaching
- Action Planning

Leadership for Extraordinary Performance

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Five-day seminar
Stand Alone

INTRODUCTION

This is a provocative, action-oriented seminar designed to nurture the clarity of vision and personal leadership that inspires others to extraordinary performance, to enhance skills at gaining commitment from key people in the organization, and to present a unique approach to managing the fulfillment of commitments of individuals and groups at work.

WHO SHOULD ATTEND

Upper-level line managers responsible for the measurable performance of others—who want to bring forth the best from themselves and others.

FORMAT

- Stimulating lectures expose participants to a unique approach to enhancing human performance.
- Participative case discussions and role plays allow participants to apply the concepts to real business situations.
- Participants are challenged to examine personal leadership practices and assumptions that impact performance—and receive questionnaire feedback from others.
- A workshop session provides an opportunity for each participant to formulate a bold vision that will inspire others to produce exceptional results.
- Participants develop a concrete action plan—and receive coaching in a unique results-management system for tracking their own and others' commitments.

OUTLINE

- Leadership Practices and Assumptions: Impact on Performance
- Personal Episodes of High Performance
- Performance Breakthroughs: Sources and Consequences
- Self-Limiting Beliefs Concerning Performance
- Listening for New Possibilities for Action
- Formulating a Vision for Extraordinary Performance
- Garnering Commitment to Your Vision
- Coaching Others to Fulfill Their Commitments
- Turning Breakdowns into Breakthroughs
- Receiving Feedback on Leadership Practices
- Acknowledging Others for Results
- Mastering a Technology for Results-Management
- Formulating a Personal Action Plan

Managing Individual and Organizational Change

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Four-day seminar
Stand Alone

INTRODUCTION

This seminar is designed for the practicing manager. The focus is on those individuals in managerial roles who are both managing and experiencing the change process. Change is now a constant in our lives. Change has many perspectives that include, but are not limited to, learning, innovation, reactive and proactive processes. The initial focus is on the individual, for all change begins and ends with people. The seminar then shifts to groups and the total organization. Throughout the seminar, the emphasis is on the individual as manager and model of change.

WHO SHOULD ATTEND

- Managers and executives who are responsible for planning and managing changes in strategy, technology, and culture in their organizations.
- Managers and executives who are interested in improving their skills and abilities in adjusting to change in their work roles, their organizations, and their overall lifestyle issues.

FORMAT

- The seminar is highly interactive and also grounded in practical day-to-day affairs.
- The pace is fast and the content quite complete.
- It is our experience that two or more participants from the same company can benefit from sharing a common experience and being able to apply the concepts, reinforcing each other upon returning to their organization.
- The content covers individual change issues all the way through strategic change issues.

OBJECTIVES

- Enhance the practicing manager's ability to analyze, understand, and manage change in the organizational setting.
- Sharpen the individual's ability to manage personal change and change for others.
- Enable the individual to differentiate between proactive and reactive change, as well as innovation, creativity, and learning.

OUTLINE

Day	Topic
1	Models and Concepts for Change: An Individual Perspective
2	Process and Stages of Change: Individual to Organizational Perspective
3	Managing Change in Organizations: Organizational Change in Strategic Perspective
4	Organizational and Individual Change Issues Change as Growth: The Ultimate Personal Perspective

Power and Leadership

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Five-day seminar
Stand Alone

INTRODUCTION

This program is designed for middle- and upper-middle-level mangers who want to become more effective leaders in today's new organizational forms. We will explore the fundamental elements in any leadership situation and how those have changed in today's business climate. Participants will explore the new kinds of leadership demanded by today's new and emerging organizational forms. Six steps to more effective leadership will be presented and applied. Through the use of dialogue, cases, readings, and active exercises, the program will help participants develop personal and organizational plans for improving leadership effectiveness.

WHO SHOULD ATTEND

- Middle and upper-middle-level managers who have mastered their technical competencies but who want to improve their leadership skills.
- New or soon-to-be general managers who want to understand the implications of the rapidly changing business climate on leadership effectiveness.

OBJECTIVES

- Discuss and understand the situational and personal factors in every leadership situation.
- Explore the basic leadership assumptions of the industrial model and the post-industrial model and how they relate to your own beliefs about leadership.
- Explore and experience diverse leadership styles and their consequences.
- Understand, reflect on, and practice a challenge to develop six leadership skills.
- Develop both personal and organizational plans for improving your leadership effectiveness.

OUTLINE

- General Leadership Framework: 11 Elements in Any Leadership Situation
- The Post-Industrial Age or Information Age and Its Impact on Leadership
- Six Steps to More Effective Leadership
- Physical Metaphors for the New Leadership
- The Language of Leadership: Communicating Effectively as a Leader
- Values and Leadership Style
- Enlightening Perspectives on Leadership Style: East versus West and Masculine versus Feminine
- Ethical Issues in Leadership: Acquisition and Use of Power
- Principles of Taking Charge of a New Situation and Department
- Personal and Organizational Goal Setting

Service Excellence: People, Process, and Information

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Six-day seminar
Stand Alone

INTRODUCTION

Service excellence is created at the intersection of information systems/technology, process and systems, and empowered people. This seminar illustrates the requirement to integrate information, process, systems, and people in unique and creative ways. Good people alone are not sufficient; good information and technology are not sufficient. Processes and systems without people and information are interesting but not effective. The powerful integration of these three areas makes service excellence a possibility. Participants will gain an understanding of this concept through the faculty's commitment to demonstrating—by their teaching, engagement, and modeling—how these three often separate areas can and must be brought together.

WHO SHOULD ATTEND

Senior- and middle-level executives in service organizations—e.g., financial, telecommunications, health care, food and hospitality, transportation, distribution, and retail—who are committed to a mission of service excellence in their organizations.

OBJECTIVES

- Define the challenges of rapid change in sustaining service excellence.
- Examine the role of innovation and creativity in achieving service excellence.
- Create the most effective methods of inclusion of customers, suppliers, and employees in the deployment of a service excellence mission.
- Investigate the pivotal role of people in providing service excellence.
- Provide a forum for the discussion of cutting-edge information technology in the development of service strategy.
- Explore the structure of service strategies in international settings.

FORMAT

A variety of teaching methods will be employed in order to engage participants in a stimulating and comprehensive learning experience. Intensive study and discussion of current real-world business situations are widely used throughout this seminar. Using the case method is especially valuable because it allows both participants and faculty to share their experiences and approaches to meeting the challenges on the road to high performance. Participants will be encouraged to consider specific applications of the course material in their own organization.

OUTLINE

- Innovation and Creativity in the Service Package
- Information Technology and High-Performance Service
- Leadership Challenges for Service Breakthroughs
- The Process-Management Challenge: Customer Inclusion
- Service Excellence Strategies
- Managing Change—The Service Dynamic
- Achieving Excellent Service and Best Cost in Your Service Operations
- Lessons from Abroad

Human Resource Forum: Key Strategic Human Resource Issues for the Next Century

Educational Level: Professional
Department: Graduate School of Business Administration
Format: Six-day seminar
Stand Alone

INTRODUCTION

In today's fast-changing and competitive business environment, an organization's human resources have become the key difference that determines success or failure. This has placed both an incredible demand and opportunity on the human resource management function to become more actively involved in creating competitive advantages and contributing to the firm's bottom line. The human resource professional's role has expanded beyond traditional responsibilities—such as employment, training, compensation, and benefits—to a broader strategic partnership with senior line management. The new role has expanded to be that of being the lead project manager on company-wide initiatives, such as quality, reengineering, process improvement, etc., and that of being a business manager who drives human resource functions as an integral part of the overall business. Now, more than ever, human resource management must support the organization's strategic business objectives. This intensive and practical program will analyze business strategies and explore the development of human resource strategies that contribute to the achievement of organizational effectiveness. The program will be designed around a set of key strategic human resource issues that will impact organizations well into the next century. With some provocative materials and analysis as background, the faculty will facilitate participant discussion around these key issues.

WHO SHOULD ATTEND

- Human resource managers and senior professionals interested in improving their effectiveness and contribution to their organization's success.
- Line managers who are interested in improving human resource management skills and gaining a strategic human resource perspective. These line managers can be either

those who have human resource staff reporting to them or who manage with minimal human resource staff support.

OBJECTIVES

- Become strategic partners in creating and implementing business strategies.
- Analyze business strategies and identify the key components that are relevant to the human resource function.
- Apply state-of-the-art human resource thinking to create competitive advantage.
- Explore human resource issues that will greatly impact business organizations and the human resource profession in the future.
- Assess current human resource practices in each participant's organization and develop a specific plan for improvement.

OUTLINE

- Understanding and Analyzing Key Components of Business Strategy
- Developing a Human Resource Strategy That Supports and Contributes to the Organization's Strategic Objectives
- The Changing Role of the Human Resource Manager—How to Become a Strategic Business Partner
- Linking Human Resource Systems (Staffing, Selection, Training, Reward, etc.) to the Organization's Strategy
- Strategies for Managing in Times of Economic Uncertainty—Restructuring, Downsizing, Reengineering
- Managing Diversity for Optimal Effectiveness
- Organizational Learning as Competitive Advantage
- The Future of Human Resource Trends for the Next Century

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Program in Leadership and Executive Decision Making

Educational Level: Professional
Department: Center for Executive Development
Format: Five three-day programs
Stand Alone

INTRODUCTION

Five three-day courses are provided as part of an overall curriculum of intensive leadership, executive management, and decision-making training. Although modular, each course is developed with overall program continuity in mind, providing a diversity of instruction joined with consistency in organizational vision and values.

Leadership in Action: Developing Strategy in the High-Performance Workplace

DESCRIPTION
Day one and two of this seminar provide the foundation for identification and the development of personal leadership strengths and style. Through the use of the latest leadership-based multimedia, texts, tests, and intensive discussion, participants will identify the foundation and environment in which they must develop and communicate their own brand of effective leadership. There is required reading prior to attending this course, and the texts are provided to all participants well in advance of the seminar. During day three, participants will go through an intensive review, discussion, and analysis of corporate strategic planning, and the specific processes and fundamentals for developing strategy in the high-performance workplace.

FORMAT
The seminar will be conducted in a participative mode, a combination of lecture, discussion, and multimedia resources. Participants will be encouraged to directly relate the topics discussed to the short- and long-term challenges of their organization.

TEXTS

Snyder, N., & Clontz, A. (1996). *The will to lead: Managing with courage and conviction in the age of uncertainty.* Chicago, IL: Irwin Professional.

Snyder, N., Dowd, J., & Morse-Houghton, D. (1994). *Vision, values, and courage: Leadership for quality management.* New York: Free Press.

Additional readings in course packet.

OUTLINE

Session	Topic
	DAY 1
1	Leadership Fundamentals: Vision, Values, and Courage
2	Videotape and Discussion Video: *New Leadership*, with Tom Peters (General Motors Parts Plant, Johnsonville Sausage, Harley-Davidson)
3	Discussion of Legendary Leaders: Sam Walton, Ray Kroc, Walt Disney, and Michael Eisner
4	Leadership and Quality Videotape and discussion (Bill Weisz, chairman of Motorola)
	DAY 2
1	Leadership and Changing Global Competition Videotape and discussion (Jack Welch, chairman of General Electric)
2	Teams Motivational factors test for executives Building effective teams
3	Discussion of *The Will to Lead*
	DAY 3
1	Strategy Formation • Developing strategy for the high-performance workplace • How to analyze cases • Group analysis and case studies • Case study discussions and evaluation
2	Case Studies At a minimum, the following business cases will be analyzed and discussed: • David Kearns: Leadership at Xerox • The Walt Disney Company and Capital Cities/ABC merger
3	Read from course packet: "How to Analyze Cases," "David Kearns: Leadership at Xerox," and "The Walt Disney Company and Capital Cities/ABC Merger" Each group will prepare a detailed analysis of these two cases and present their analysis to the class.

Advanced Leadership: Building High-Performance Teams

INTRODUCTION

The bottom line for leaders is to secure a competitive advantage. Despite the latest management fads that introduce new techniques or some novel way of motivating others, the essence of organizational success boils down to your people being willing and able to bring forth a profound sense of personal responsibility, commitments, and persistence in doing their jobs. Once these qualities are being modeled throughout the organization, team building is a critical next step in leading an organization into new levels of productivity, and doing more with less.

DESCRIPTION

Advanced Leadership: Building High-Performance Teams is designed as a three-day course for senior managers and executives responsible for the measurable performance of others, those who want to bring forth the best from everyone, including themselves. It not only provides the perspectives and tools to personally embody these qualities, but more importantly, it will assist leaders in transforming their organization's culture into one that makes responsibility and accountability bywords, further enabling your people to relentlessly do what is necessary to produce results. This course will provide senior managers and executives with the practical skills to build, assess, motivate, supervise, and evaluate performance-based teams.

FORMAT

The course will be a combination of lecture, discussion, and group exercises. The seminar will be conducted in a participative mode. Participants will be encouraged to directly relate the topics discussed to the short- and long-term challenges of their organization.

OUTLINE

Session	Topic
	DAY 1
1	Learning the Root Source of Leadership: Responsibility and Accountability
2	Becoming an Organizational Model for Responsibility and Accountability
3	Developing Strategic Responsibility and Accountability Training Efforts
4	Developing Empowering Stewardship Agreements
5	Fostering an Openness to Boldness and Innovation
	DAY 2
1	Institutionalizing Commitments and Promises as Organizational Habits

2 Coaching Others to Responsibly Fulfill Their Commitments
3 Revisiting (Perhaps Recreating) the Organization's Vision and Mission
4 Building Responsibility and Accountability into the Organizational Culture
5 Using Cultural Levers to Further Responsibility and Accountability

DAY 3
1 The Benefits of Teams—Exercise
2 Defining a Team: Dream Teams versus Teams from Hell—Exercise
3 Understanding and Assessing the Organizational Team Ecosystems
- What are we doing right?
- What can we do better?
- What kills team building?
  - At the personal level
  - At the interpersonal level
  - At the managerial level
  - At the organizational level

4 Team Developmental Profile Assessment
5 Team Building at the Personal and Interpersonal Levels
- Personal responsibility and accountability
- Video: *Team Building*—group exercise
- Cooperation and interdependence
- Communication, synergy, and problem solving
- Conflict resolution

6 Team Building at the Managerial Level—Shifting Paradigms
7 Team Building at the Organizational Level
8 The Law of the Farm: Dealing with Frustration, Staying Focused, and Hanging in There
9 Review, Wrap-Up, and Evaluation

Systems and People: Innovative Approaches to Change Management

INTRODUCTION

Day one and two: Everyone is interested in results—so why is it difficult to get all employees focused on delivering the same results? Organizations in both the public and private sectors are increasingly driven to demonstrate results for their customers and stakeholders, but how do you manage for results? How do you focus employees' attention on organization-wide goals? How do you measure results, and can all results be measured? This workshop offers a concrete, clear, and usable model and methods to help you manage for results.

Day three: There are many organizational models for change being used today that focus on the technical and organizational issues involved—the need for mission, vision, and values; the need to "unfreeze" before changing the organization; the need for appropriate uses of information technology in the change effort. What is often missing is the human side. How do we engage the people who will ultimately make the change happen? This workshop offers proven approaches for managing the human side of change.

DESCRIPTION

This program provides senior managers and executives with a greater insight into the reasons why employees and managers tend to focus on their own units' activities rather than organization-wide goals and objectives. Further, it demonstrates the power of getting all employees "on the same sheet of music." Most important, it provides an easy-to-understand model and methods to help managers take a systems approach to enrolling their staff in common goals, objectives, and results.

OBJECTIVES

Help participants to:

- Understand the nature of systems thinking, and how it helps us understand certain organizational "learning disabilities."
- Use systems thinking and methods to develop common goals, objectives, and measures.
- Learn a straightforward model to engage all employees in identifying with and seeking common goals, and measures to track progress toward those goals.

FORMAT

The program includes a structured simulation, which provides a powerful experience for understanding organizational dynamics, systems thinking, and collaboration. There are also small-group exercises, lecture, discussion, worksheets, and case studies.

OUTLINE

Session Topic

DAY 1
1 Introduction, Overview, Goals for the Day
2 Structured Simulation: "Friday Night at the ER"—An experience in collaboration
3 Debrief Simulation: Why is collaboration around common goals difficult in our organization? What are the structural impediments to collaboration? What are the mental impediments we carry in our heads?
4 Introduction to a Model for Collaboration Around Common Goals

DAY 2
1 The Power of Identifying Desired Outcomes
2 Case Study: The OSHA Experience

3 Identifying Our Desired Outcomes
4 Developing Collaborative Strategies to Achieve the Outcomes
5 Identifying a Few Simple Measures to Track Progress and Reinforce Collaboration Around Desired Outcomes
6 "But Where Do I Fit In?" A Method for Helping Every Employee See His or Her Connection to the Organization's Goals and Outcomes
7 "Yes, But . . ." Anticipating Problems and "Speedbumps" in Applying this Approach
8 Action Planning

DAY 3

This day's program enhances participants' understanding of the human dynamics involved in change—why there is so much resistance; the critical and misunderstood role of communication in a change effort; the questions people ask (and need straight answers to) in a change effort. More specifically, the objectives are to help participants:

- Learn three key phrases that most people experience in any major change.
- Identify specific leadership roles and tasks during each of the three phases.
- Understand the two key questions people ask during a change effort, and the kinds of answers that are and are not helpful.
- Learn nine proven approaches for managing the human side of change.
- Develop one or more concrete approaches for dealing with a challenge that the participant brings to the session.

1 Managing in a "White Water Environment"
2 Key Change Principles
3 Two Key Questions People Ask During Major Changes, and the Kinds of Answers They Need
4 William Bridges' Three Phases of Change
5 Leadership Roles and Tasks During Each Change Phase
6 Identifying a Change Issue or Challenge That Each Participant Wants to Work On
7 Proven Approaches for Managing Change
8 Applying the Approaches to Our Situations
9 Clinic: Dealing with People and Difficult Change Situations
10 Summary, Action Planning

Executive Leadership and Diversity: Building Synergy for the High-Performance Workplace

INTRODUCTION

It is common knowledge that our workforce is becoming more diverse and will continue to do so for the foreseeable future. Differences among people, such as those associated with culture, gender, profession, and so on, provide immense potential for creative, synergistic approaches to the organization's complex situations. At the same time, those differences also raise barriers to effective interaction. Leaders must bring new knowledge and a new set of skills to this new work environment.

DESCRIPTION

This three-day program provides senior managers and executives with the knowledge and advanced communication and integration skills necessary for realizing the potential synergy offered in diverse teams and interactions. It is based on the MCI (Map, Communicate, Integrate) model of effectiveness in diverse teams, developed and tested by the facilitator and colleagues. The program outlined here focuses on cultural differences since they are usually the deepest and most complex and, therefore, the most difficult to manage. But the training content and skills can be applied to diversity of any type and frequent links to other elements of diversity are made throughout the program. Additionally, while the seminar materials focus on interactions within organizations, the content and skills can be applied as effectively to interaction with people outside the organization, such as customers, clients, and so on.

FORMAT

The program will be conducted in a participative mode—a combination of knowledge (brief lectures), observation (videos, short cases, role plays), and practice (short cases, role plays). In addition, a questionnaire will be used to identify participants' own cultural values and to compare themselves with each other and with people from around the world. The program focuses on building skills. Materials will be adapted to be relevant to participants.

OUTLINE

Day	Topic
1	I. Overview of MCI Model Map: • Knowledge: Cultural differences • Observation: Videos, short cases • Practice: Own cultural values, short cases • Knowledge: Other maps; how to find them; how to use them

2	II. Communicate Knowledge: Elements of cross-cultural communication, including approach, de-center, and re-center III. Communicate Observation and Practice: Short cases, exercises
3	IV. Integrate • Knowledge: Elements of integration, including building participation and conflict resolution • Observation and Practice: Short cases, exercises V. Conclusion: Other Applications, Performance Implications

Current Technology Issues and the Impact of Emerging Technologies

INTRODUCTION

Day one and two of this program examine methods for assimilating emerging technologies by benchmarking the best practices of both private- and public-sector organizations. Day three of this program will include a half day of Group Systems V Decision Support Software and a half day of panel presentation and discussions concerning the latest technology issues related to the client's needs. It will include high-level speakers and technology experts, all partaking in an interactive discussion with participants. Recent case studies are examined and discussed in detail.

FORMAT

A combination of lecture, discussion, guest speakers, roundtables, and group exercises/cases. The seminar will be conducted in a participative mode. Participants will be encouraged to directly relate the topics discussed to the short- and long-term challenges of their organization.

The program will also include the use of Group Systems V: "Groupware Meeting Facilitation Software." The division has trained facilitators in both the basic and advanced tools for Group System V.

- The basic tool: Offers a comprehensive instrument set to support a variety of group processes. From issue exploration to final decisions, it provides a structure and focus for any team's collaborative efforts.
- The advanced tool: Provides an added dimension to the already powerful productivity of the basic tool. Advanced tools provide very specific task support, promote higher levels of collaboration, and allow groups to successfully tackle more complex and controversial tasks.

Some examples of Groupware applications include: strategic planning sessions, generating ideas for new products and services, organizational self-assessment, process analysis and improvement, evaluation of customer feedback, and others. The system is completely portable using laptops and is fully networked.

OUTLINE

Session	Topic
	DAY 1
1	Introduction
2	Lessons from the Past: Former Emerging Technologies
3	The New Technology: Ten Technology Shifts (and why they matter)
4	Case Studies and Discussion
	DAY 2
1	The Technology Adoption Curve—Case Studies and Exercise
2	The Technology Assimilation Gap—Case Studies
3	Leadership for Transformation: Organizational Learning and Change Management
4	Summary and Evaluations
	DAY 3
1	Group Systems V Decision Support Software
2	Technology Issues Panel and Discussion
3	Conclusion and Evaluations

* * *

Women's Network

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Women's Leadership Training

Educational Level: Professional
Department: National Conference of State Legislators
Format: Seminar
Stand Alone

INTRODUCTION

The Women's Network, an affiliate of the National Conference of State Legislators (NCSL), evolved from a loosely knit organization of women legislators in 1985 into a highly respected organization of women legislators from across the nation. Their original mission, the sharing of personal experiences, resulted in the professional organization it is today, where emphasis is placed upon leadership development, both within their own states and within NCSL. The Women's Network believes women bring unique perspectives and skills to the public-policy arena that can positively impact local, state, and national issues, and assist in finding creative solutions to societal and governmental problems. By becoming the best community and legislative leaders they can be, with the assistance of professional training and development, their opportunities to provide input into public policy will be greatly enhanced.

In the changing political, economic, and social environment of the 1990s, effective leadership becomes critical in moving the legislature forward and regaining public trust. For state legislators, that phenomenon is even more pronounced with the arrival of term limits and the imposition of additional responsibilities on the states. The NCSL, in its service to state legislators, does provide some leadership opportunities: Leaders' Policy Conference—a joint effort of the State Government Affairs Council and Legislative Leaders, an annual New Leaders program, and a program for Emerging Leaders. The first of these two programs is targeted to legislative leaders, the second to those already in leadership positions, and for the third, participants are chosen by current leadership in the NCSL. In essence, all access to leadership is controlled by those currently in leadership positions, and for the most part, those individuals are white males.

In a sense, all legislators are (or should be) leaders in their community and state government; yet leadership training opportunities are not now available to all legislators. In most cases, legislators are the least prepared for the jobs they have won by election. They run for the House or the Senate and in the process become effective campaigners. But, once they win, there is seldom any training outside of "incumbency maintenance" (how to win your next election). Today's legislators are expected to handle complex issues and to do so with some demonstration of leadership—skills that are never taught. And term limits allow even less time on the job to learn how to do that job more effectively.

Leadership skills can be taught, and an effective leadership training experience can be invaluable for anyone in political office. The brief time that more and more legislators are spending in elective office requires they learn these skills as soon as possible, so that they can exert leadership in state legislatures and help restore confidence in our state governments. While leadership training alone is not a panacea, there is significant documentation to indicate that leadership development can make a very important contribution to an individual's success and have a positive impact on an entire organization.

DESCRIPTION

The model for this program was developed at the University of Delaware over the past six years. It is research-based and utilizes the latest information and data available on issues of leadership.

Phase I: Introductory Leadership Training at the NCSL Annual Conference

We hold introductory programs at the annual meeting. We conduct panel discussions with women legislative leaders, feature a noted woman speaker at our annual luncheon, and seek other avenues for introducing leadership development.

Phase II: Leadership Training in the Regions

These sessions are held in a retreat setting, the most effective medium for intensive training. At each session, we have had approximately 25 participants, including both legislators and a few corporate sponsors.

Phase III: Sustained Leadership Development

This is a new phase for our Network leadership development. The research shows a development program is most effective when it is sustained over time. We have added a year-and-half program to provide for this enhanced development. We are proposing an alternate sustained program of continual communication, additional programs at the national and committee meetings of NCSL, and special programs that can be held at universities throughout the country or in conjunction with other women's organizations.

EVALUATION

The evaluation is twofold. First is the evaluation of the actual program. This we do at the completion of the regional program. Secondly, we also follow the progress of our participants. Some 75 women have now participated in our regional programs, and we are staying in touch with them and assessing the impact of the leadership development training upon their careers in the legislature and in their personal lives. It is our goal to make the Women's Network a learning and development organization that will provide the opportunity and knowledge for women to become more effective leaders and to have a more significant role in their own legislatures and in NCSL.

OUTLINE

Session	**Topic**
	DAY 1
1	Welcome and Introductions
2	Fundamentals of Leadership Development—Part I
3	Fundamentals of Leadership Development—Part II
4	Leadership: The Value of Diversity and Team Building Myers-Briggs Type Indicator® Follow-Up
	DAY 2
1	Assessing Your Interactive Style and Skills—Part I The Birkman Method® instrument
2	Assessing Your Interactive Style and Skills—Part II
3	Learning, Growth, and Change: Leadership for the 21st Century
4	Consolidation/Visioning

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COMMUNITY PROGRAMS

The examples featured in this section represent opportunities for citizens to learn leadership skills for the purpose of improving the communities in which they live, work, and raise children. In one case, the opportunity for citizen action extends across national boundaries.

CONTENTS

FOCUS MANAGEMENT DEVELOPMENT 452
Leadership Workshops for Community Leadership Programs
A series of workshops that provide ongoing leadership development throughout a community leadership program.

FRANKFORD GROUP MINISTRY 453
Learning Teams: Using Participatory Action Research to Train and Support Community Leaders
A learning team format that seeks to address the need for more effective, animated, and sustained leadership in local communities.

NEIGHBORHOODS, INC. 454
Community Builders^{SM}
A grassroots leadership program that provides skill building in four areas that are critical to sustaining our communities.

PRAIRIE VIEW A&M UNIVERSITY 455
Voces de la Comunidad: Leadership in Spanish
A series of seminars that promote the assimilation of Hispanics to the existing cultural climate through developed leadership.

PRAIRIE VIEW A&M UNIVERSITY 455
Texans in Leadership
A series of seminars that stimulate rural revitalization efforts and prepare local residents to assume active, responsible roles in their communities.

UNIVERSITY OF GEORGIA 456
Leadership PLUS
A series of modules that are designed to increase the knowledge, improve the skills, and develop relationships in community leaders.

UNIVERSITY OF MARYLAND 457
The Ireland-U.S. Public Leadership Program
A program that provides leadership training and conflict resolution skills to build bridges of cooperation and understanding.

FOCUS Management Development

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Leadership Workshops for Community Leadership Programs

Audience: Community leaders
Sponsors: Local chambers of commerce
Format: Retreats or a series of workshops
Part of: Community leadership program

INTRODUCTION

FOCUS runs a variety of programs in conjunction with community leadership programs. The programs combine a variety of teaching techniques to appeal to all learning styles. These include presentations, group discussions, and indoor and outdoor experiential exercises. These programs typically start and end with a retreat, with seven workshops held monthly in between. A large variety of community-related leadership issues are covered.

GOAL

To provide ongoing leadership development throughout a community leadership program in order to promote exemplary leadership practices among participants.

COMPONENTS

A typical program will consist of a number of modules integrated into each of the one-day sessions:

Module 1: What Is Leadership?
Participant teams develop their own definitions of leadership by working in teams and completing the sentence: "Leadership is . . . ."

Module 2: The Importance of Values
A presentation covering both personal and organizational values. The importance of integrity as a core value. Examples of organizations that live their values statements and others that do not. Participants are encouraged to develop their own set of personal values as a post-session assignment.

Module 3: Creating and Communicating a Vision
The importance of vision in leadership. A vision framework. How vision and values are connected. Core ideology, mission, strategy, and goals. Instilling the vision. Examples of effective vision statements. Keys to effective communication. Communication techniques. Communication issues in the community-group discussions and a facilitated open discussion.

Module 4: Creating Win-Win Relationships
The Dilemma Exercise: A management simulation and discussion aimed at exploring win-win thinking between agencies within the community.

Module 5: Interdependence
The "Tower Build" Exercise: A management simulation that deals with issues relating to interdependence between people within organizations and between community organizations and agencies. Participants discuss the lessons in small groups and then present their ideas to the whole group.

Module 6: Motivation
Understanding what motivates people. Motivational theory. The need for people to feel in control. The importance of trust. Leadership styles.

Module 7: Busting Bureaucracy
The "Paradigm Shift" Exercise: A simulation that leads into a discussion on the way bureaucratic organizations are structured and how they can be transformed into high-performance organizations.

Module 8: Integrity
Integrity: The Basis of Effective Leadership—a powerful and thought-provoking two-hour presentation that covers all key aspects of leadership and shows how integrity is an essential component of sustained, effective leadership. Team discussions on leadership and integrity issues in the community, followed by team presentations.

EVALUATION

Participants evaluate most community leadership programs after each session. We have been running programs similar to those described above for a number of years and have always received high ratings. Typically, the ratings are well above 4.5 (on a scale of 1-5), and are sometimes over 4.8.

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Frankford Group Ministry

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Learning Teams: Using Participatory Action Research to Train and Support Community Leaders

Educational Level: Community
Department: N/A
Format: Context-specific design, nonformal and collaborative
Stand Alone

INTRODUCTION

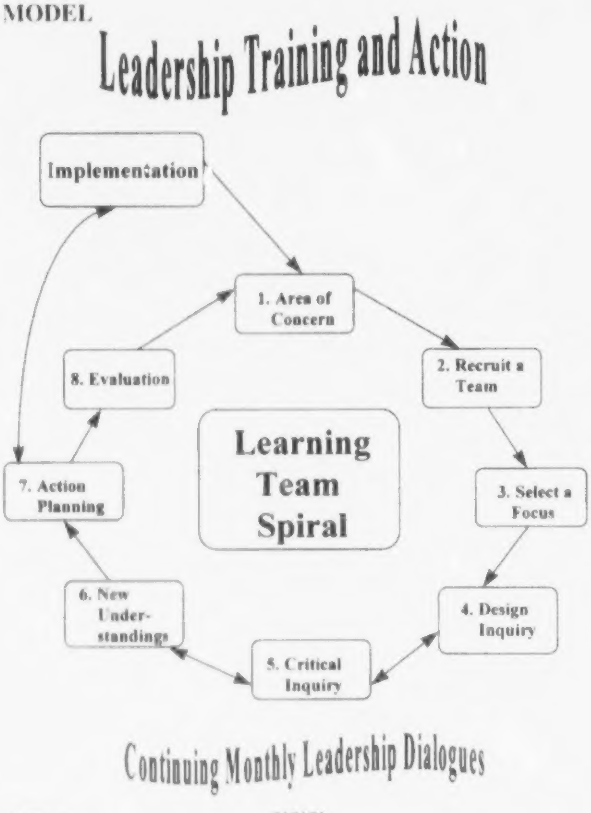
The need for more effective, animated, and sustained leadership is felt in many local communities today, particularly in the inner city. Learning Teams are an example of innovative programs responding to this demand. They are sponsored by Frankford Group Ministry, a network of four community development organizations in the Philadelphia area, founded and sponsored by four United Methodist churches: Central, Frankford Memorial, Rehobeth, and St. Thomas.

DESCRIPTION

Each Learning Team embarks upon a spiral of participatory action research (see model).

- Co-facilitators network with the formal and informal leaders of local congregations, community organizations, and businesses to identify community concerns and compile a list of emerging community leaders.
- A community concern arena is selected for a new team to consider.
- A small group of up to ten volunteers meets with the facilitators twice a month for approximately six months.
- Membership in each team is intentionally reflective of Frankford, representing its diversity in ethnicity, race, age, and socioeconomic status.
- The team determines a common focus within the concern arena to explore; they also discuss leadership fundamentals—such as setting agendas, active listening, respecting others and self—according to the aspirations and needs of its members.
- The facilitators guide the team through a participatory action research cycle.
- Sessions are held in the living room of the facilitators, using experiential methods.
- The Learning Team develops a research plan, refines skills in interviewing, gathers data, analyzes and interprets the data, and prepares a report of new understandings.
- With this information, the Learning Team members do action planning to be implemented in their organizations, block clubs, or civic groups.
- These results are shared at local community meetings, in the local media, and at regional and national conferences.
- Learning Teams equip individual members with the tools for further action and research. Their plans may include specific programs to establish with their organizations.
- Co-facilitators host a monthly open house for all former Learning Team members to share the work-in-progress of all members and to discuss leadership concerns. At these meetings, the groups have continued to gain new skills by experiencing and evaluating other leadership tools and approaches.

MODEL



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Community Builders^{SM}

Educational Level: Community
Department: Resident Leadership Training
Format: Three 7-week classes
Stand Alone

INTRODUCTION

Do you believe a healthy neighborhood is a place where residents know each other, watch out for each other, and have a general interest and concern in their neighborhood? Do you have the desire and passion for strengthening your own neighborhood? Do you want to work with other neighbors to make positive changes happen? Are you interested in being a part of an exciting and challenging program that will get you involved and help you be more effective in your community? If you answered "yes" to any of these questions, then Neighborhoods, Inc., has just what you are looking for! Community Builders is a program designed for people committed to building healthier communities. It is an exciting program where you will learn how to influence those people who make the decisions that impact a community. You will also participate in opportunities that will increase your own personal development.

DESCRIPTION

Community Builders is a grassroots leadership program providing skill building in four areas: understanding the community, personal leadership, hands-on projects, and participating in groups. Community Builders is a fun, challenging experience that will help you become a decision-maker in your community.

FORMAT

Time is valuable, especially for active community residents, and Community Builders has proven to be an effective and efficient use of time for past participants. Classes are designed to provide a hands-on and highly practical approach in an enjoyable learning environment. Community Builders participants commit to 12 weekly sessions, three retreats, and regular community involvement through a volunteer project.

OUTLINE

Session	Topic
1	Orientation
2	Opening Retreat
3	Effective Groups
4	Decision Making
5	Productive Meetings
6	Neighborhood Marketing
7	Conflict Resolution
8	Public Speaking
9	Focus Groups and Interviews
10	Planning Community Projects
11	Community Resources
12	Diversity Retreat
13	Goal Setting and Community Resources
14	Understanding City Hall
15	Evaluation of Community Builders Program
16	Commencement

* * *

Prairie View A&M University

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Voces de la Comunidad: Leadership in Spanish

Educational Level: Community
Sponsor: Southern Rural Development Center
Format: Series of 12 seminars
Stand Alone

PHILOSOPHY

The philosophy of this visual and participatory curriculum states that "there is strength in union and power in knowledge." Side effects have been the building of self-esteem, changing the way people deal with people, and bonding communities together. Voces de la Comunidad is a tool in promoting the assimilation of Hispanics to the existing cultural climate through developed leadership.

FORMAT

The course has 14 units but can be delivered in 12 sessions of less than two hours. Each unit builds on the previous, so it does not lend to use as separate lessons.

CURRICULUM

Voces de la Comunidad was translated to Spanish from the curriculum Community Voices/Leadership Voices for Community Decision Making, which was developed by North Carolina A&T Cooperative Extension Program in 1990, through funding from the Kellogg Foundation. Community Voices was field tested in Texas, Arkansas, and Alabama. Voces de la Comunidad is the product of a grant from Southern Rural Development Center and is printed at Prairie View for distribution to interested educators and community groups.

Texans in Leadership

Educational Level: Community
Sponsor: Texas Rural Leadership Program, Inc. (TRLP)
Format: Series of seminars
Stand Alone

PURPOSE AND GOALS

Small communities across Texas are dying. They suffer primarily from an erosion of their economic base. The very reason these towns were created may no longer exist. In order to find a viable niche for themselves, rural communities must be creative and resourceful. They must rely on local leaders and resident volunteers to create and implement activities. Those citizens who have shouldered the leadership responsibilities find their numbers are dwindling, partly due to the out-migration of youth in search of significant employment. The overworked remaining leaders frequently suffer from burnout or decide they have done enough.

In order to stimulate revitalization efforts, rural areas need access to a leadership development program that will prepare local residents to assume active, responsible roles. The purpose of the Texas Rural Leadership Program, Inc. (TRLP) is to create and deliver an exciting, effective leadership development program in rural Texas. Further, this program should offer visioning opportunities and foster a regional concept for shared expertise.

PROGRAM

Participants will attend sessions covering a structured curriculum that includes 13 subject areas. Times, dates, and places will be scheduled by local coordinators to best suit the community. Selected speakers and panelists from the local area will help participants develop effective leadership skills and knowledge. The first session will be a retreat at which members will learn trust building and will get to know each other better.

Other topics of study will include:
- Communications: First Hurdle of Leadership
- Data Gathering: Facts About the Area
- How to Conduct an Effective Meeting
- Community Needs: A Household Survey
- Motivation: Getting Things Done Through People
- Considering the Future: Input from Current Leaders

- Leadership Styles and Skills
- Team Building: The Care and Feeding of Stakeholders
- Problem Solving: Where Do We Go From Here?
- Conflict Management: Resolving a Clash of Wills
- Strategic Planning: Developing an Action Plan
- The Allies Meeting: Sources of Assistance

A planning manual, videos, overheads, instructor's packets, evaluation sheets, and other materials are available from TRLP.

PARTICIPANTS

Anyone who aspires to be a community leader or to be more effective in the leadership role he or she already enjoys may apply. A local committee will select qualified participants representing a cross-section of the community. Graduates will be better prepared to have a positive effect on the future of their communities. Local and statewide alumni organizations will be formed to foster the continued sharing of ideas and expertise.

* * *

University of Georgia

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Leadership PLUS

Educational Level: Community
Department: Fanning Leadership Center
Format: Series of modules
Stand Alone

INTRODUCTION

Citizens—both with and without disabilities—and people, organizations, and businesses that make up a community are invited to participate in this specialized program in community leadership for people with disabilities. Leadership PLUS is designed to increase the knowledge, improve the skills, and develop relationships of community leaders. Participants are provided opportunities to develop and enhance their skills as individual leaders, as members of a leadership team, and as leaders within their communities. The eight units that make up the curriculum can be taught together in an overnight retreat setting or as stand-alone modules.

FORMAT

Instructional methodology is a hands-on and experiential approach involving individual, small-group, and large-group activities. This method provides opportunities for considerable group discussion, leading to self-reflection/learning, and peer-influenced instruction, as distinguished from instructor-directed teaching. Formal lecturing is quite limited, with the learning being participant-driven versus instructor-driven.

OUTLINE

Session	Topic
1	Welcome-Orientation-Introductions The purpose of this session is to welcome participants, to provide them with a brief overview of Leadership PLUS, and to provide an opportunity to get to know each other. It includes an icebreaker exercise designed to get participants to mix and mingle and to get to know each other personally and professionally.
2	Understanding Leadership The purpose of this session is to get participants to think leadership. Participants are asked to define leadership and are introduced to leadership theories, the "pillars of leadership," and the tasks of leadership.
3	Self-Assessment The purpose of this session is to introduce participants to a variety of leadership styles and to ask them to answer the question: "What kind of leader am I?"
4	Exercising Collective Leadership The purpose of this session is to introduce participants to the concept of teamwork and collective leadership. Participants work together as a leadership team to solve problems.
5	Appreciating Differences The purpose of this session is for participants to reflect upon their own and others' values and to come to a better understanding about ways values affect both individual and group decisions.

6 Effective Communication
The purpose of this session is to remind participants that the ability to communicate effectively is one of the most critical skills a leader can possess. Exercises are provided for participants to practice and develop their communication skills.

7 Exercising Community Leadership
The purpose of this session is to acquaint participants with the concepts of community leadership and community partnerships/collaboration. Participants reflect upon and discuss community leaders in action.

8 Putting It All Together
The purpose of this session is for participants to assess their community's needs, to come to a better understanding of the power of vision, and to create their own vision for community.

* * *

University of Maryland

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The Ireland-U.S. Public Leadership Program

Educational Level: Young leaders (20-35 years old)
Department: The Academy of Leadership
Format: Conferences, seminars, mentoring program
Stand Alone

INTRODUCTION

The Ireland-U.S. Public Leadership Program is a political leadership training program that consists of two conferences and a year-long mentoring program. Participants will be young leaders (20-35 years old) from Ireland and Northern Ireland who have the potential for future leadership, are interested in improving their skills, and are able to attend both seminars. Each major political party in the North and in the Republic will select participants. Every effort will be made to assure a fair representation of women. The program will provide leadership training and conflict resolution training, provide a forum for participants to exchange information and build bridges of cooperation and understanding, and plan the long-range goals of the program.

OBJECTIVES

- To invest now in the development of emerging leaders and make an important contribution to world peace.
- To identify emerging young public leaders and foster their talents through leadership training, mentoring, cross-border, and international exchanges.
- To create a community of young leaders (20-35 years old) in Northern Ireland, Ireland, and the United States who are prepared to take on the challenges of the next century.
- To conduct cross-cultural research on the public participation of young people so there is a greater understanding of worldwide trends that influence their civic participation.

COMPONENTS

PHASE I

An initial four-day conference for 18 young leaders in Washington, D.C. Each major political party in Ireland and Northern Ireland will select participants, making sure that there is a fair representation of women.

The planning seminar and leadership training will:
- Provide leadership development and conflict resolution training to emerging leaders.
- Provide a forum for young leaders to exchange information and build bridges of cooperation and understanding.
- Plan the long-term goals of the project and identify the young leaders' needs and priorities.

A follow-up Conflict Transformation Conference is planned to build on the progress made in Washington and to help ensure that the progress made at the first seminar is sustained. The additional seminar will also help the young leaders increase their leadership and negotiation skills and develop additional strategies for working cooperatively. A mentoring program is a significant part of the project and will expand the program's impact beyond the conference attendance. It will be established by each political party for their participants with the assistance of the Ireland-U.S. Public Leadership Program. Each participant must agree to mentor one college or high school student. The Ireland-U.S. Public Leadership Program will work with the mentors to improve each mentoring relationship and ensure that the program participants are gaining the guidance they need.

PHASE II

Conduct additional exchanges and training programs in Belfast, Dublin, and Washington, for 2, 7, or 14 weeks.

Long-term exchanges might include the study of Irish Politics with renowned scholars such as Dr. Paul Bew at Queens, Senator Maurice Manning at UCD, or Dr. Paul Arthur at Ulster. Others might study the American presidency with scholars James MacGregor Burns, Georgia Sorenson, and Senator Mary Boergers at the University of Maryland.

PHASE III

In the future, we will conduct further training programs for other emerging leaders and create a consortium of colleges and universities in Northern Ireland and Ireland with the University of Maryland by interrelating the political science departments, affiliated centers, and internship programs.

PHASE IV

In the future, we will develop a model for leadership training that can be used by other counties experiencing conflict and develop strategies that foster the political participation of young people and produce future ethical and effective leaders as a means of promoting peace and strengthening democracies around the world.

* * *

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ESSAYS

CONTENTS

MIAMI UNIVERSITY 466

"Miami's Leadership Commitment": A Model for Student Leadership Development

This essay by Jane Goettsch and Dennis Roberts describes the complex and integrated approach that involved collaboration among various campus offices, programs, and personnel to develop a comprehensive leadership development program.

UNIVERSITY OF COLORADO–BOULDER 469

Leadership Education Inside and Outside the Classroom

This essay by Adam Goodman, Carole MacNeil, and Harris Ravine describes the research study and support from the Ford Foundation, the IBM Corporation, and the university to develop a new model program, the Leadership Residential Academic Program.

"MIAMI'S LEADERSHIP COMMITMENT": A MODEL FOR STUDENT LEADERSHIP DEVELOPMENT

Jane Goettsch and Dennis Roberts

Imagine a college or university that fosters participation and leadership among all its members, regardless of status, degree, or position. Imagine an institution ready and eager to change and possessing the talent among its members to actively seek new opportunities. Imagine a place where staff, faculty, and students arrive early and leave late and where faculty and staff rave about how productive and fulfilling their time is while on campus.

Imagine a recent graduate—the kind any employer or graduate school would compete for. This graduate is open and welcoming of diversity in the work setting and in the community. She is a critical thinker and considers carefully all her actions and initiatives during a day's work. She is also willing to take responsibility for her decisions, regardless of whether they pay off or can serve as a test for other future and improved like-initiatives. She is a risk taker ready to think of new and different ways of accomplishing an objective while, at the same time, doing it more efficiently and cost effectively.

BACKGROUND

Miami University recognized that to develop functional, contributing citizens for the twenty-first century as described above, a shift in how the university prepares its students for the challenges of the next millennium was required.

In January 1995, a task force of students, faculty, and administrators was charged to develop a university-wide leadership development program. The charge statement explicitly stated that "a comprehensive leadership program should provide for multiple populations, with a variety of purposes, and be offered through a variety of strategies."

The assistant vice president for student affairs was asked to convene the task force. His first challenge was to recruit a broadly representative membership. The resulting twenty-member Leadership Program Task Force (LPTF) included individuals from several academic divisions, administrative offices, and student groups.

PROCESS

The Leadership Program Task Force

In retreats and ongoing sessions over the next year and a half, the task force studied university materials and other institutional and national leadership models. The LPTF reaffirmed that the development of student leadership potential is a long-standing tradition at Miami University. However, it concluded that, while the goal of leadership development has long been explicit, the programs and initiatives to enhance leadership development have been implicit or have been offered to only small groups of students.

The LPTF believed that, in order to fulfill the university's mission of educating "men and women for responsible, informed citizenship, as well as meaningful employment," the breadth and depth of programs and the campus culture itself must be more consciously focused on developing leadership potential. The LPTF asserted that the essence of citizenship, as it will be expressed in the twenty-first century, is the act of shared and participatory leadership.

A Definition of Leadership

With this in mind, the LPTF proposed a definition of leadership based on the belief that leadership is a mutual "influence relationship" (Rost, 1993), where people work together to improve or change something to their mutual benefit. In this view, leadership is interactive and relies on the emergence of various "leaders" at various times. The traditional notion of a leader as one who leads throughout the day or event is expanded, thereby including anyone moving into and out of leadership roles based on their individual strengths, energies, and passions.

Defining leadership as a mutual influence relationship stimulated thinking about what kind of framework would be required for a program based on this definition of leadership. The LPTF chose to establish its program on a shared set of core values for both participation and leadership. These values are the driving forces that create minimum standards and ideals for those who provide leadership.

The Leadership Values Framework

The values included in the resulting Leadership Values Framework represent a combination of Miami's liberal education principles and the civic and humane values that the LPTF, in consultation with others, believed are at the core of this initiative. The process of arriving at a shared definition of leadership and corresponding foundational values was not easy and conflict-free. Yet, this very process, at times tedious, at times painful, provided LPTF members with an opportunity to practice the notion of leadership as a mutual-influence relationship and the core values upon which this notion is based:

- Active participation in the learning community.
- Awareness and development of potential (personal values, strengths, and abilities).
- Critical thinking and reflection.
- Appreciation and respect for human dignity and diversity.
- Dialogue through active listening and civil discourse.
- Flexibility and openness to change.
- Purposeful risk taking.
- Responsibility and accountability for one's actions.
- Challenge and support for others who want to live and lead by these values.

Implementation Strategy

The LPTF concluded its eighteen-month deliberations by issuing a report that called for a new "Miami Leadership Commitment." This commitment entailed:

1. Disseminating the Leadership Values Framework through numerous formal and informal settings within the university to engage a wide range of faculty, staff, and students in a discussion of the core values that are the foundation of both thought and action related to leadership.
2. Incorporating the Leadership Values Framework into all of Miami's leadership programs by redesigning existing leadership programs, identifying other complementary academic and cocurricular programs, and initiating select new programs.

The combination of these two major strategies is expected to achieve, over time, a commitment to leadership development that elevates leadership issues to the top of various conversations, decisions, and actions throughout the university. Adoption of these strategies will create a university that uniquely models and reflects in action the values that it espouses, achieving valuable learning outcomes.

In both the dissemination and the program design areas, attention has been given to the student experience. Therefore, the following four phases of the student experience were identified as key to the dissemination and program design processes:

1. Recruiting, admitting, and orienting new students.
2. Academic experiences while students are at Miami.
3. Cocurricular experiences while students are at Miami.
4. Launching into the world after college.

Evolution of the LPTF

In the fall of 1996 the structure of this leadership initiative changed somewhat. A smaller MLC ("Miami's Leadership Commitment") Core Team replaced the LPTF. Four focus teams representing each of the four phases of the student experience were created. These focus teams—transition, curricular, cocurricular, and launching—were composed of faculty, staff, and students from these student experience areas, along with one or more of the core team members. The purpose of the focus teams was to move ahead with the dissemination and implementation processes. The MLC Core Team was to serve as the glue, providing oversight, guidance, and support to the focus teams.

ACHIEVEMENTS

During the first year of implementation, a Leadership Resource Library housing hundreds of volumes was established. In addition, a Power Point presentation on "Miami's Leadership Commitment" was created along with an MLC logo, brochure, and buttons.

Another significant accomplishment was the creation of a partnership between Miami University and the University of Michigan. Approximately fifteen faculty, administrative staff, and students from each campus met (first at the Michigan campus, some months later at the Miami campus) to share their progress in advancing leadership initiatives. This partnership was presented as a model for collaboration and leadership program design to an audience at the 1997 American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA) Joint Convention.

Yet another achievement was bringing the LeaderShape Institute, headquartered in Champaign-Urbana, Illinois, to Miami for the first time. LeaderShape is a six-day intensive leadership program where facilitators guide students through the curriculum that emphasizes knowing oneself, discovering the passion for personal conviction, working with others, and leading with integrity. The money to sponsor the program was raised, faculty and staff were recruited to serve as facilitators, and Miami offered its first campus-based LeaderShape Institute to sixty of its own students in August 1997. This cross-divisional initiative demonstrated that "Miami's Leadership Commitment" is truly being embraced by the university as a whole and that multiple segments of the community view leadership development as a priority for its many programs and offices.

On the divisional level, study is underway within Student Affairs to reconfigure certain offices to more fully exploit the potential of "Miami's Leadership Commitment." Already, one of the division's peer education groups has been trained to facilitate discussions utilizing the Leadership Values Framework. By directly connecting student activities and programs to divisional philosophies, both theory and practice will be improved—theory will inform practice, and concrete experience will test and refine theory.

The most effective focus team was the "Launching Team," which implemented the Inaugural Last Lecture for the Senior Class on April 29, 1997, in cooperation with Mortar Board Senior Honorary. This lecture, featuring President Emeritus Phillip R. Shriver, who was himself celebrating fifty years of teaching, gave the senior class the opportunity to reflect on the leadership values and experiences they had gained during their education at Miami. Dr. Shriver also talked with students about how to apply their leadership values to their postgraduate experiences.

REDESIGN: THE MLC ADVISORY BOARD

Following a year in which all felt a degree of uncertainty about the direction of the focus teams, the MLC Core Team met in May of 1997 for a retreat focused on redesigning the core and focus teams planning model for greater effectiveness. One outcome was a proposal for the creation of a permanent and ongoing MLC Advisory Board charged with guiding Miami's comprehensive leadership development plan.

As this comprehensive leadership development initiative begins its third year, the advisory board will serve as a catalyst in identifying faculty, staff, and students whose ideas are consonant or strategic to the implementation of "Miami's Leadership Commitment" and other initiatives. The advisory board will be broadly representative of the university community.

"Miami's Leadership Commitment" includes initiatives to nurture students during five student experience phases (one of the four phases of the earlier model was expanded to include two). The advisory board will determine appropriate committee and administrative strategies to implement programs designed to reach students in all these areas. The projected strategy for doing this is to work with:

- Prospective student programs—Enrollment Management Division.
- Transition—Orientation, First Year Institute, and Residence Life (for first semester).
- Curricular experiences—Student Learning Theory and Practice staff.
- Cocurricular experiences—Student Leadership Activities and Programs staff.
- Launching—MLC Launching Team and Career Planning and Placement staff.

In addition, the advisory board will be responsible for creating, approving, and implementing strategies to support "Miami's Leadership Commitment" by:

- Determining how various offices and programs may use the Leadership Values Framework as a basis for their leadership development initiatives.
- Maintaining and refining the explicit relationship with the "Miami Plan" (liberal education) curriculum.
- Implementing the use of the Leadership Values Framework throughout students' curricular and cocurricular experiences.
- Assuring that the newly approved Council for the Advancement of Standards (CAS) Standards for Student Leadership Programs are applied as a minimum expectation for Miami's leadership initiatives.
- Establishing an assessment plan to determine program effectiveness.
- Guiding redesign of programs to improve effectiveness.
- Drafting and disseminating "Miami's Leadership Commitment" processes and outcomes through presentations and articles.
- Overseeing the fund-raising efforts required to support these programs.

ASSESSMENT

Infusing the principles and values of "Miami's Leadership Commitment" is a long-range undertaking that requires constant reference in planning events and activities as well as ongoing interactions. While an assessment of the pervasiveness of the leadership values has not been undertaken, knowledge of this emphasis has certainly increased on and off campus. Enhanced attention to "Miami's Leadership Commitment" is an ongoing project, and steps have been taken to seek the assistance of the Kettering Foundation in making this more effective.

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LEADERSHIP EDUCATION INSIDE AND OUTSIDE THE CLASSROOM

Adam Goodman, Carole MacNeil, and Harris Ravine

INTRODUCTION

For twenty-five years, the Student Leadership Institute has provided leadership and service education to students at the University of Colorado at Boulder. In recent years, it became clear to those working within the institute that its existing programs could not meet the growing need for leadership education. In response to this demand, in 1996 the institute received grants from the Ford Foundation, the IBM Corporation, and the university to create and disseminate a model for a Leadership Residential Academic Program (LRAP) that combines interdisciplinary courses, service learning, and cocurricular activities in a residential setting. The program expands the learning environment beyond the classroom, to include the residence hall, the sites where students are involved in service learning, the community at large, and the informal conversations that take place between students and faculty.

At the time of this writing, the design team has concluded its initial study, the result of which outlines in some detail and lays the groundwork for the program's essential components. Several elements of the program have been or are currently being piloted at the University of Colorado. This article first describes the underlying concepts and assumptions guiding the development of the program as a whole. Second, it discusses how the program's underlying assumptions are manifested in the curriculum. Finally, the article describes the role of the cocurricular program in complementing and reinforcing the LRAP curriculum.

DEVELOPMENT OF THE LRAP

Just as there is no single agreed-upon definition of leadership, there is no single best answer about how to teach about or for leadership (Prince & Faculty, 1996). In developing the program, however, the design team looked for and identified principles that would serve not as definitive answers about leadership education but rather as guideposts for the program development process. Three important factors emerged to guide the design of the LRAP: the program's mission statement, research from the leadership studies literature, and the need to be congruent with the university's goals. By serving as guides for the program's overall design, these factors also shaped the design of the curriculum.

Program Mission Statement

First, the design (and thus the curriculum) is guided by the program's mission statement, which was developed in collaboration with members of diverse communities within and outside of the university. Together, students, faculty, administrators, and leaders from business, government, and the nonprofit sector considered the most important and uncertain factors affecting the future of organizations and communities. This enabled the group to develop a clearer vision of what kinds of leaders would be needed to address these factors. Out of these discussions came a mission statement for the new LRAP. Rather than provide an absolute definition of leadership (which was certainly not our goal), this mission statement provides a working model that explicitly articulates the program's values and goals. Further, it portrays the kind of leader that the program would like to develop and that will be effective in guiding communities into the future. Such a leader will: foster change, build community, take action, communicate vision, have commitment, and possess an ethical orientation. These six themes provide a framework within which the curriculum will operate and against which the curriculum will be evaluated.

Inherent within the mission statement is the assumption that everyone possesses the capability to contribute to the process of leadership. LRAP's role, then, is to provide students with the tools they need to develop their own personal model of leadership, as well as the facilities in which to experiment with and evaluate this model. This fundamentally affects the approach to curriculum and requires that the curriculum design takes into account each student's unique combination of strengths, weaknesses, experiences, perspectives, backgrounds, and learning styles. This assumption also requires LRAP to view leadership as something that all students can understand and develop, rather than seeing leadership as a subject that some will "get" and others will not, leading instructors to sort out the "good" leadership students from others. Thus, the curriculum is not solely about transmitting a body of knowledge but also about helping students develop skills and knowledge. Through opportunities for practice, students may develop their abilities to apply new skills and knowledge to varying contexts. To respond to students' unique combinations of experiences and abilities, the curriculum must be flexible, dynamic, and responsive. At the same time, it must be structured enough to provide a cohesive and meaningful educational experience.

Leadership Literature

Second, the program's development was guided by several themes from the leadership studies literature. It is important to draw on the leadership literature and to develop a clearly articulated theoretical framework. We did not look to the leadership literature to provide an incontestable definition of leadership, nor do we intend to teach one particular paradigm of leadership over all others. Rather, one of LRAP's goals is to provide students with opportunities to explore various approaches to leadership both theoretically and experientially. Still, in order to function effectively, the program must operate within a carefully developed structure. Part of this structure includes working definitions of leadership and leader. Students are not expected to adopt these definitions as their own but rather to react to them, and interact with them, as they progress through the program. Rather than being the "answer," a working definition of leadership becomes a part of the questioning process.

The research on leadership studies also tells us that programs need to focus on both process and content and should include a variety of pedagogical methods. Not all students will respond to a single mode of instruction; differences in learning styles demand that course content is conveyed in a variety of ways. Using a variety of pedagogical methods is also important vis-à-vis the issue of access. One of LRAP's fundamental goals is to make leadership studies available to a range of students, including those who may not be eligible for highly selective programs. Working with a wider range of students means working with a wider range of academic backgrounds and preferred learning modes. An effective program must address these differences by employing a variety of pedagogical methods.

The literature on leadership studies also accentuates the importance of experiential learning to enhance traditional classroom instruction. A very traditional approach to college instruction (such as lecture-style classes) will not usually provide students with opportunities to practice leadership. Specific hands-on activities, accompanied by opportunities for reflection, feedback, and synthesis, provide students with essential ways of engaging the subject of leadership. Experiential approaches also provide students with opportunities to put their knowledge about leadership to work and to practice the skills related to effective leadership.

Service learning, as a type of experiential education, accomplishes these goals and simultaneously helps students make connections among the concepts of leadership and service to others. Thomas Erlich describes service learning this way:

> Service-learning is the various pedagogies that link community service and academic study so that each strengthens the other. The basic theory of service-learning is John Dewey's: the interaction of knowledge and skills with experience is key to learning. Students learn best not by reading the Great Books in a closed room but by opening the doors and windows of experience. Learning starts with a problem and continues with the application of increasingly complex ideas and increasingly sophisticated skills to increasingly complicated problems.

For students, the service-learning experience enriches the academic curriculum by complementing theoretical discussions with practical, site-based observations and experiences. It also extends student learning and offers opportunities to experiment with new knowledge and to apply the learning to various contexts and situations (an obvious goal for leadership education).

Goals of the University

Finally, a third factor guiding the curriculum's development is the need for congruence between the new program's curriculum and other facets of the institution, such as the existing guidelines for faculty responsibilities, the institution's mission, and its approach to teaching. For example, at UC-Boulder the strategic plan gives a great deal of attention to providing a "more personalized undergraduate education." To accomplish this, the university is looking at implementation strategies such as more student-faculty interaction, the use of residence halls to enhance academic experiences, and the integration of service-learning projects to provide increased hands-on experience for student learning. Additionally, the university's strategic plan emphasizes the importance of the interactions between the university and the communities it serves. Although these strategies do not determine the LRAP curriculum, they provide another lens for viewing LRAP's curriculum and for coordinating certain LRAP elements with the efforts of the institution as a whole.

THE CURRICULUM

Guided by the factors described above, the LRAP curriculum model began to take shape. During the development process, nine principles emerged that provided a more detailed framework for the curriculum. Some of these principles are specific to the curriculum and others underlie the program as a whole and the curriculum within it. These principles are:

- The curriculum as a whole (and the individual courses within it) is grounded in the mission statement, which serves as a litmus test against which various elements of the program are measured. In fact, courses for LRAP must explicitly connect course content and the mission by demonstrating how the proposed course addresses themes from the mission statement. Another consideration is the degree to which a student's experience in the course will accelerate his or her development of a leadership model and a community orientation.

- The curriculum, like the program in general, operates under the assumption that there is no one best definition of leadership. Instead, there are multiple ways of conceptualizing leadership. The curriculum, therefore, must help students develop and articulate their own visions and models of leadership, develop a tolerance for ambiguity, and develop a willingness to explore change. It must enable students to develop the ability to adapt their own models of leadership to new contexts and circumstances and to understand leadership as a flexible and dynamic concept, one that continually evolves as they explore and practice leadership throughout their lives.
- The curriculum encourages and facilitates students' interactions with multiple communities. For example, small classes and increased interaction among students and faculty will encourage the development of community among LRAP participants. The use of service learning and other experiential learning strategies will encourage greater involvement within the university community and in the communities outside the university as course instructors, as partner agencies in service-learning projects, or as internship sponsors. Many connections with outside communities will be facilitated by both the formal curriculum and the cocurricular program, which is also closely linked with LRAP's mission.
- The curriculum is dedicated to providing opportunities for the practice and study of leadership. Certainly, the curriculum should help students develop a theoretical and historical understanding of leaders and leadership. However, it is not focused solely on the acquisition of knowledge but on the application of that knowledge to real-world situations. Thus, theoretical/historical understanding is accompanied by opportunities to develop and practice the skills needed for leadership. Experiential learning strategies are used to bring theory and practice together, provide opportunities to engage in leadership-related activities, and to reflect on those activities in structured ways.
- The curriculum gives attention to, and builds upon, issues of diversity. For example, the curriculum's context must reflect the "real world" in terms of its diversity of people and perspectives. Also, to be educationally effective, the methodologies used in delivering that curriculum must be responsive to the diversity of the backgrounds, perspectives, and experiences of the students in the program.
- As with other academic programs, faculty are centrally involved with the curriculum's development and delivery. The design group's experience during the study phase validates the importance and capability of faculty to design and deliver courses that link to LRAP's mission statement. The value of faculty creating leadership and service-focused courses from their disciplinary perspective cannot be overstated. Our experience is that freeing faculty by providing resources, a mission statement, and a supportive environment empowers them to reach the highest levels of competence and creativity.
- Within the curriculum, values are critically examined, not hidden or simply implied. The significant role of values—such as integrity, compassion, tolerance, patience, and spirituality—are explicitly discussed and examined in their relationship to effective leadership.
- Central to leadership is a commitment to service. The curriculum must find ways of supporting and encouraging this commitment. One of the more salient examples is in the use of service learning as a pedagogical tool, as previously discussed. Through service learning, students will engage in meaningful service and reflect on the ways service is connected to specific course content and to leadership in general. It is anticipated that students will be engaged in a service or service-learning project each semester they are in the program, sometimes as part of a course and other times as part of the cocurricular program.
- The LRAP curriculum is integrated with a cocurricular component. Cocurricular activities are linked to the themes explored in courses and serve to build community and reinforce classroom learning for students, faculty, and others. In this way, learning is extended to contexts outside of the formal classroom context. Students will have multiple opportunities to learn from each other as well as from their course instructors. More discussion on the cocurricular component is included in the section below.

Given these principles and underlying assumptions, an integrated curriculum was designed that consists of three main components: the foundations course, a range of elective courses, and the capstone. All LRAP students will be required to take the foundations course, two to four leadership courses of their choosing, and the capstone course/project to complete the program.

First, Foundations in Leadership is the introductory course and is a prerequisite to all other LRAP courses; it is designed to serve as the curricular entry point for students. As such, the foundations course is intended to provide an introduction to leadership studies and an initial overview and introduction to the field. It also provides a common vocabulary for students and exposes them to the critical questions that will permeate the program. Finally, the foundations course sets expectations for faculty instruction, student learning, and for the role that service learning plays for both faculty and students. Given that this course is the LRAP student's first extended connection with the program, the foundations course also provides a forum for establishing some community norms and expectations (e.g., respect, appreciation of diversity, integrity, and trust).

As an introductory course, students are not expected to arrive at final answers about leadership and the value of service. Rather it is expected that they will commence their experimentation and begin to identify solutions that will provide them with an effective model for leadership. The foundations course, in concert with other LRAP courses, allows students to begin to reach their own conclusions about effective leadership and service.

Second, students may choose two to four courses from a range of electives. Some of these electives were created specifically for LRAP or were adapted from other existing leadership programs on campus. Each of the thirteen courses that were initially created is designed to be experiential and interdisciplinary, and each integrates theory and practice in multiple ways. Most of the courses include a service-learning component and all are clearly shaped by the working definition of leadership as outlined in the mission statement. Other courses were identified from the university's existing offerings as being appropriate for LRAP (with minor adjustments). Over time, our expectation is that LRAP courses will represent a wide range of disciplines from arts and sciences, business, engineering, education, and other departments or schools. It is anticipated that several new courses will be created each year and that the list of proposed courses will be reexamined and adjusted based on feedback from program evaluations.

Third, the capstone, as proposed, will combine a course and an experiential learning project.[1] It is intended to allow students the opportunity to demonstrate the synthesis of their learning during their two years in LRAP by applying that knowledge to real leadership situations. During the capstone semester, students will work with a faculty/community committee, while also participating in the formal capstone course and completing an internship at a site selected by the student (with faculty approval). Through the capstone, students should be able to articulate to themselves and others their own model for effective leadership. Successful completion of the capstone results in formal recognition and the awarding of the LRAP Certificate.

THE COCURRICULAR PROGRAM

LRAP's cocurricular program provides a framework in which a range of activities is used to reinforce the curriculum and enhance the residential experience. Rather than supplementing a specific course, cocurricular programming is meant to supplement the entire program with experiential activities and opportunities, allowing students to apply their classroom knowledge and skills to new situations.

As proposed by the design group, the cocurricular program is composed of three activity types: large group, small group, and choice. First, large-group activities are those that involve all LRAP participants, such as orientation programs, lecture series, and group meals. Second, weekly meetings with small groups provide opportunities for discussion, reflection, problem solving, and community-building activities. The small groups may also engage in service projects together. Third, choice activities are ongoing opportunities available to all LRAP students, in which participation is encouraged but not required.

The cocurricular program also serves to promote community building, reinforce the mission statement, make links between service and leadership, provide leadership labs outside the classroom, foster reflection, and encourage students to have fun. Again, these goals are directly taken from the mission statement and are also reflected in LRAP's curriculum.

There is evidence to support the idea of cocurricular programming in a leadership studies program. Research on leadership studies suggests that the most effective and comprehensive leadership programs bring together theory and opportunities for application, and that the use of multiple teaching methods is more effective than any single method of instruction. For example, the philosophy at the Jepson School of Leadership Studies, University of Richmond, suggests that educating for leadership requires experiential learning that takes the student from the classroom to relevant settings in order to practice and observe leadership. Learning directly from personal experience and vicariously through the experience of others are the primary means of enabling students to translate their knowledge into informed practice—of connecting ideas to action (Prince & Faculty, 1996).

The cocurricular program provides an opportunity for this experiential learning, a venue where students can apply their developing knowledge and skills to a wide range of contexts (including contexts which, it should be noted, have a great deal of personal significance to the student, such as their residence). The potential for learning, then, is great: "A campus that is able to integrate its academic and cocurricular systems to develop a common undergraduate experience can set high expectations for students" (Schroeder et al., 1994, p. 89).

CONCLUSION

Throughout the development process, the LRAP curriculum has been shaped by an important premise: the questions one asks are as—if not more—important than the answers one formulates. Not only must the curriculum create a space for this questioning to occur, the very design process for that curriculum must focus on whether the "right" questions are being asked. Throughout the curriculum design process, we have asked several critical questions: What is it that we want our students to know and be able to do, and how do we help them get there? What processes and instructional methods will help move us in that direction?

In response to this last question, we believe that the experiential, hands-on components of the curriculum are critical processes in moving our students toward a deeper understanding of leadership and toward increased abilities and skills. The integration of multiple opportunities for experimentation and practice, as well as the use of service learning throughout the program, create a space in which students can develop, test, and refine their own emerging definitions of leadership. Of equal importance, they can learn the skills to be able to continually refine their definitions in response to the wide range of contexts and circumstances they will encounter after leaving the program.

Although this focus on experiential learning is one of LRAP's cornerstones, it is still necessary to review and reconsider how it is conceptualized and implemented. Within the program, curriculum development and implementation (including the experiential components) are intended to be recursive processes. As students move through the program, and as their developing knowledge and skills are measured and evaluated against the curriculum's goals, the methodology and curriculum goals will be reevaluated and adjusted as well. We will need to ask ourselves: "Are students learning what we intended for them to learn? If so, which elements are most effective in meeting that goal? If not, what changes or adjustments need to be made?" To support this, the program design incorporates ongoing, formative evaluation components that solicit feedback from students, faculty, LRAP staff, and community members. Other tools will need to be developed that will allow us to measure students' learning over time, and the degree to which their leadership studies and training have guided and benefited them after leaving the program.

At the same time, there are related and broader questions that need to be asked by all those who are concerned with leadership studies in college or university settings: What can or should be the role of colleges and universities in developing the next generation of leaders? What are the best practices for accomplishing this task? What kinds of tools can be developed that will help leadership program administrators measure and evaluate their own program's effectiveness, and, at the same time, advance the thinking in the field about these questions of institutional responsibility and best practice? How can we ascertain whether our leadership programs are meeting the needs of the greater community? We believe that the LRAP model, with its focus on community involvement (inside and outside the classroom) and its emphasis on questioning and change is a significant step in that direction.

For more information on implementing the national model designed by the Student Leadership Institute (and described in more detail in the report, "Community Trusteeship: A Guide for a Leadership Residential Academic Program"), contact:

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Note

[1] Because the Capstone has yet to be offered, we can only discuss this facet of the program in its concept form.

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